

Agency Mission: To assure the citizens of Kansas safe and competent practice by nurses and mental health technicians.

**Kansas Board of Nursing
Education Committee Agenda
December 14, 2021**

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, FNP-C, Chair
Julianna Rieschick, RN, MSN, NEA-BC
Andrea Watson, RN, BSN, OCN, CCRP
Christina Rudacille, MSN, RN
Dee Bohnenblust, EdD, MSN, APRN, RN
Amy Hite, DNP, EdS, APRN, FNP
Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN

Staff: Janelle Martin, MHSA, RN – Nursing Edu. Compliance Officer
Carol Moreland, MSN, RN – Executive Administrator
Michelle Brown, Education Secretary

- I. Call to Order
- II. Review of On-Site Packet
- III. Additions/Revisions to the Agenda
- IV. Announcements
- V. Approval of Minutes – September 14, 2021
- VI. Nursing Education Compliance Officer Report

Executive Session for Education Committee members if needed

- VII. Site Visit Reports
 - A. Garden City Community College – ADN program
 - B. Kansas City Kansas Community College ADN program
 - C. Kansas City Kansas Community College PN program
 - D. Washburn Institute of Technology – PN program
 - E. Hesston College – BSN program
 - F. Cloud County Community College – Geary Co satellite campus – ADN
 - G. Seward County Community College – Bilevel ADN program

VIII. New Business

- A. Initial Applications for new nursing programs
 - a. Mid-America Nursing & Allied Health Institute - PN program
 - b. WSU Tech – ADN program
 - c. North Central Kansas Tech – Beloit – ADN program
- B. Major Curriculum Change Request
 - a. Washburn University – BSN program
 - b. Baker University – BSN program
 - c. Butler Community College – ADN program
 - d. Emporia State University – BSN program
 - e. Kansas City KS Community College – ADN program
 - f. Kansas City KS Community College – PN program
 - g. Fort Hays State University – DNP program
 - h. North Central Kansas Tech – Beloit – PN program
- C. NCSBN Annual Report Project – pilot year data

IX. Unfinished Business

- A. Revised Education Regulations – update
- B. Follow-up on Site Visit algorithms
- C. Spring 2022 Site Visits – virtual or in-person
- D. 2022 Nursing & MHT Program Site Visit Schedule

X. Petitions

- A. Petition for Permission to Test/Retest Summary 9/1/2021 – 11/16/2021

XI. Agenda for March 2022

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/86722489201?pwd=cXN5dE9FK3pQYkpkTCswR3ZKT0V2UT09>

Passcode: KsbnEDComm

Or One tap mobile :

US: +16699006833,,86722489201#,,,,*0184478330# or +12532158782,,86722489201#,,,,*0184478330#

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Webinar ID: 867 2248 9201

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Education Report

December 2021

Janelle B. Martin, MHSA, RN

Nursing Program Updates:

- **Manhattan Area Technical College** announced that on October 1, 2021, Kimberly Davis, MSN, RN was named Dean of Nursing Education and Health Programs as a permanent position. Kim had been serving in an Interim role since May 2021 and has been faculty at MATC since 2010.
- **Hesston College** announced that Gregg Schroeder, PhD, MSN, RN has accepted the position of full-time Nursing Program Administrator for Hesston. Gregg has been serving in an Interim role since August 2021 and has been on the faculty since 2009.

Site Visits: Nine site visits were completed September 8th through November 18th. The Board had given go ahead to contact schools about preference for onsite or virtual meetings for this fall. National accreditation teams are still a mix of onsite and virtual and many of the fall visits were in conjunction with accreditation. Though only one visit was initially scheduled as virtual, two visits ended up being done virtually due to a potential COVID exposure. Visits completed were:

- Garden City Community College – ADN - onsite
- Kansas City Kansas Community College – PN and ADN w/ ACEN - onsite
- Washburn Tech – PN - onsite
- Hesston College – BSN w/ CCNE – virtual
- Cloud County Community College – Satellite ADN, initial for Geary Co. campus – onsite
- Seward County Community College – ADN w/ ACEN - onsite
- North Central Kansas Technical College, Hays – PN and ADN w/ ACEN - onsite
- Newman University – RNA program w/ COA – changed to virtual by COA
- Colby Community College – PN - onsite

Education Activities / Projects

- Assisted in ensuring applicants meet educational requirements for licensure:
 - Reviewed 5 transcripts from out of state schools / military programs
 - Reviewed 14 CGFNS reports and 5 TOEFL reports for internationally educated nurses
 - Philippines – 6
 - Kenya – 3
 - 1 each from Jamaica, Egypt, Tanzania, Lebanon and India

- **FQRs** – Faculty Qualification Reports moved to an all-electronic process via the website on June 30, 2020. FQR activity this quarter:
 - 148 FQRs submitted this quarter (78 from BSN programs, 40 ADN, 25 PN, 5 APRN)
 - 100 were Initial requests
 - 48 were updates to previous FQRs
 - 47 for Full-time positions, 99 Adjuncts, 2 Part-time
 - 32 submitted with Degree plans (21 for BSN programs, 10 ADN, 1 PN)
 - 46 submitted with Hire Exceptions (21 for BSN programs, 19 ADN, 6 PN)
 - 10 updated FQRs submitted for completion of Degree plans
 - 25 submitted FQRs were incomplete
 - 14 due to transcript issues – missing, not official copies, wrong transcript
 - 4 hire exceptions and degree plans submitted without an FQR. ALL hire exception and degree plans require an FQR. If current faculty, then an update FQR is required.
 - 7 FQRs submitted without a degree plan or hire exception for faculty without required degree.
- *Minor Curriculum changes* – four schools submitted requests for minor curriculum changes. All requests were reviewed and approved.
 - *KU SON* – Undergrad program had three course title changes for practicum courses to focus course on synthesizing information from theory and previous clinical rather than linked to only one course
 - *KU RNA program* – change in course sequence and a change to course credit hours with no overall change in program credit hours
 - *Emporia State University BSN* – change in title and/or course objectives for four courses.
 - *Cloud CCC* -
- **Responded** to 12 potential petitioners regarding KS requirements for NCLEX exam and licensing. Three of the twelve were past their “five-years from graduation” mark. Three (3) petitioners completed the conditions of their petition and were made eligible to test. Currently have 16 active petitioners with six completed petitions still in the process of testing.
- Responded to 11 requests from higher education entities or potential students 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 from which they could accept students.
- Follow up on the NCSBN / KSBN Core Data Annual report continues. NCSBN is in the process of compiling the core data from the nine pilot states who completed the surveys in their state. Analysis of the COVID-19 data collected was done first and a report will be available soon. A

comparative report of Kansas to other pilot states is also in process and a copy will be provided to Kansas when complete.

- Other Information:

- NCSBN has designed a new website for all things NCLEX. The site was designed to provide a more efficient and streamlined way to get the most current and accurate information about NCLEX. The new site, nclex.com, gives information on:
 - Registration process
 - How NCLEX works – test plans, info on computer adaptive testing and the passing standard
 - Helpful resources to help with NCLEX success
 - Candidate rules and tips for testing
 - Exam results
 - Answers to frequently asked questions and contact information
- Attended KCADNE Fall Forum on October 28-29, 2021 at the Rolling Hills Zoo Conference Center in Salina, KS. Day one was dedicated to conversation about civility in Academia and day two was on the NCLEX Next Gen Learning & Assessment.
- Other things in process:
 - review of annual report data on faculty and faculty degree information
 - assisting to compile updated information for the next U.S. Dept. of Education report for KSBN due next spring
 - updating site visit guidelines to align with algorithms and information learned from virtual site visits in 2020-21.

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

Program: Garden City Community College LPN-RN Date(s): Sept. 9-10, 2021

Last KSBN Visit: October 2013 Accrediting Agency & Date of Last Visit: ACEN – Sept. 2013

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		SS, p 8 801 Campus Dr. Garden City, KS 67846
	Names of primary administrative officials	Self-Study, p 8	x		Dr. Ryan Ruda – President Patricia Zeller – Director, Nursing & Allied Health
	Organizational chart for the institution	Self-Study, p 126	x		BOT>Pres Ruda>VP I/CAO Malone>Dean, TE&WD Pfeifer>Nursing Zeller
	Current contact information	Self-Study, p 8	x		Dr. Ruda – 620.276.9533 P. Zeller – 620.276.9562
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	x		Reviewed
	Copy of school's current catalog	Self-Study – exhibit room and online	x		<u>Academic Catalog (gcccks.edu)</u>

Description of nursing program	Organizational chart for nursing program	Self-Study Exhibit Room	x		Exhibit Room Director Zeller>RN Level Lead
	Number of faculty	Self-Study,	x		3 Full Time MSN faculty SS p. 10, 45
	Number of non-teaching staff	Self-Study, p141	x		1) Jennifer Hill – 1 FT Student Support Specialist and pre-nursing advisor
	Number of students admitted per year		x		SS p 61 - 40 LPN-RN (40 PN) per AY 2020-2021 – 27 LPN-RN admitted

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, p 8	x		Patricia Zeller, MSN, ARNP FNP
	Qualifications	Self-Study	x		SS, p 41-42; p. 127-129
	Responsibilities	Self-Study	x		SS, p 129-131
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	x		Exhibit 2.11 Faculty Handbook
	Faculty job description	Self-Study	x		Exhibit 2.4
	Faculty selection process	Self-Study	x		Faculty handbook
	Faculty orientation plan	Self-Study	x		SS p 54 Exhibit 2.1A
	Faculty handbook	On-site	x		Exhibit 1.4
	General faculty meeting minutes for last 3 years	On-site	x		Opportunity to improve formatting to ensure consistent follow-up
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	x		SS, p 136-137
	FT or PT(use FTE)	Self-Study	x		SS, p 136-137
	Academic Credentials	Self-Study	x		SS, p 136-137
	Institution granting degree	Self-Study	x		Faculty files

	Area of clinical expertise	Self-Study	x		Faculty files CVs available
	Area(s) of assignment	Self-Study	x		SS, p 136-137
	Licensure	Self-Study	x		SS, p 136-137
	Indicate degree plan and progress towards degree if applicable	Self-Study	N/A		
	List all faculty hire exceptions including course hired to teach	Self-Study	N/A		
	Faculty file review	On-site	x		Faculty files CVs, orientation, FQR, original transcripts, license verifications
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	x		
	Preceptor job description	Self-Study	x		
	Identified roles of preceptors, faculty, and students	Self-Study	x		
	Preceptor orientation materials	Self-Study	x		
	Preceptor signatures showing date orientation completed	Self-Study/On-site	x		
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	x		
	Preceptor State of license & License number	Self-Study	x		Exhibit 2.5 – spreadsheet w/ names, lic #, course taught and signatures

	Methods of contact between faculty & preceptor	Self-Study	x		SS pg. 49 and in orientation materials in Exhibit 2.5
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	x		SS, p 61-62 Academic catalog, pg. 11 (generic); pg. 96 nursing. Admit – must have current KS-recognized LPN license, pre-reqs w/

					"C" or better and science classes in the last 5 years
	Degree plan for each degree being granted	Self-Study	x		Found in LPN-ADN Admission Packet catalog20 22.pdf (gcccks.edu)
	Oral and written English proficiency	Self-Study	x		SS, p 59 AC, pg 14
	Readmission	Self-Study	x		SS, p 63
	Progression	Self-Study	x		SS, p 63 – competency-based; maintain 77% exam ave. and overall grade ave.
	Counseling & guidance	Self-Study	x		Acad catalog, p 36
	Student role versus employee role	Self-Study	x		SS, p 63
	Representation on faculty governance	Self-Study	x		SS, p 18, 63
	Graduation	Self-Study	x		SS, p 63 AC pg. 43
	Refund policies governing all fees and tuition paid by students	Self-Study	x		catalog20 22.pdf (gcccks.edu)
	Ethical practices including recruitment, admission, and advertising	Self-Study	x		ADN application info
	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		Acad Catalog, p 96-97 ADN application info, p 4
	Student Handbook	On-site	x		
Student support services	Description of student safety measures	Self-Study	x		Acad catalog, p 33-34, 36 Have campus police dept.
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	x		Acad catalog, p 36 – College Health nurse and Student Health Office – refer to local services SS p. 68
Student records	Review student files	On-site	x		At risk students – advisor initials. Consider having student initial or sign also. New tracking system for tracking in general population

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		On site – APA papers, care plans, med calc, exams
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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	x		SS, p 90-92 AC pg 96-97
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	x		Acad. Catalog, p 98
	Credit hours for each non-nursing course	Self-Study	x		Acad catalog, p.96-97
	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		66 CH for nursing major (35 nrsg cr hrs) SS, p 90, 96-97
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	N/A		
	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, p.189 NUR202 Health Alterations – 16 hrs (11.4%) NUR212 Complex Health Alterations – 16 hrs (6.6%)
	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	x		NURS 202 (1 CH) 16 hrs NURS 212 (5 CH) 32 hrs 12.6% of clinical hrs Exhibit 5.11 SS, p 189
	Testing process with test analysis and the written test procedure	Self-Study,	x		SS, p 95 – process. Check analysis and policy p 95, 83

				Exhibit – NFHB pg. 9
	Number of students per class	Self-Study	x	SS pg. 51
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	x	SS, p 51 Check exhibit 4.4
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	p 77, 84-86 Eng (3 CH), communications (3 CH), math (3CH), Micro (5 CH), Gen'l psy (3CH), A&P (8 CH), Dev psych (3 CH), ADN course work (18 CH)
	Art and science of nursing	Self-Study	x	SS, p 78-80
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	x	SS, p 79-81

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: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	x		NURS 200 Adv clinical skill NURS 201 – M/C NURS 202 – Hlth Alterations NURS 203 - MH NURS 212 – complex hlth alterations NURS 213-professional practice
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	x		NURS 200 Adv clinical skill NURS 201 – M/C NURS 202 – Hlth Alterations NURS 203 - MH NURS 212 – complex hlth alterations NURS 213-professional practice
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	x		NURS 200 Adv clinical skill NURS 201 – M/C NURS 202 – Hlth Alterations NURS 203 - MH

					NURS 212 – complex hlth alterations NURS 213-professional practice
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	x		NURS 200 Adv clinical skill NURS 201 – M/C NURS 202 – Hlth Alterations NURS 203 - MH NURS 212 – complex hlth alterations NURS 213-professional practice
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	x		Exhibit 4.1
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	N/A		
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		SS, p 102-106
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	x		Onsite. Single offices for all nursing faculty.
	Secure space for student records	Self-Study & On-Site	x		Onsite. Maintained in nursing advisor's office, double locked
	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, p 102-106
	Satellite program facilities		N/A		
	Other points of interest		x		Skills lab and simulation lab are combined. Sim has many different private areas for multiple sims. Working on getting cameras in for debriefing. Great space, now with sim coordinator funded with a grant.
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	x		Great tour of library by Trent Smith and Janine Urie. Implemented great testing options for students, have created study

					rooms. Adequate data bases to meet needs of nursing students.
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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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		Hospital now part of Centura system.
	Staff RN's	On-Site	x		
	Preceptors	On-Site	x		Not available today
	Individuals conducting observational experiences	On-Site	x		Not available today
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		Plan has trended data, some analysis and follow up. Consider documenting assessment of criteria other than EPSLO for other parts of the program.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site		x	Did not see specific ways that data is driving program improvement.

Topic & Regulation	Supporting Information	Location			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 department	On-site	x		*Exhibit 1.9 Onsite contracts – all signed and dated
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. 92 *Exhibit 1.9

	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Site visit	x		On-site
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study On-Site	x		SS pg. 92 *Exhibit 1.9
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	x		Toured St Catherine's
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	x		SS, p 119 2017 - 87.5% 2020 - 84.21% 2018 - 91.3% 2021 - 95.45% (to date) 2019 - 74.19%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures		x		*Exhibit 1.2 - reviewed
	Budget procedures	Self-Study	x		SS pg.44 Faculty input to budget pg. 23
Advisory Committee	Review Advisory Committee minutes	On-Site	x		Minutes mostly present. Lack specific attendees list so not possible to tell who or how many of the AC are actually involved. Consider changing minutes format to provide documentation of issue, follow-up, and resolution, and specific names with affiliation.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	x		See names below
	General education and required support course faculty	On-Site	x		See names below
	Support services	On-Site	x		See names below
	Students	On-Site	x		Met with 3 sophomores at St. Catherine's during clinical Met with 25 LPN-ADN students

Administration:

Dr. Ryan Ruda (president)
Karla Armstrong (VP Admin Svcs/CFO)
Marc Malone (VP of Instruction/CAO)
Phil Terpstra (Dean of Academics)
Chuck Pfeifer (Dean of Technical Education & Workforce Development)
Derek Ramos (Dean of Physical Plant Facilities Management)
Patricia Zeller (Director of Nursing Program)

Support services:

Kelsey Kilgore – Admissions
Leslie Wenzel – Director of Advising
Nancy Unruh – Registrar
Rodney Dozier Campus Police Officer
Jennifer Hill – Nursing Student Support Specialist
Janice Urie – Tutoring Coordinator
Jamie Durler – Director of Online Learning and Instructional Design
Trent Smith - Librarian

Advisory Committee:

Lorilynn Landgraf, PN faculty	David Rupp, trustee	Joan Booker, St Catherine Hospital
Amy Waters, ADN faculty	Merilyn Douglass, APRN, trustee	Michelle Schull, USD 451 Hlth Coordinator
Larry Jenkins, ADN faculty	Trish Keller, GCCC English faculty	
Shellie Emahizer, PN faculty	Glenda Owens, GCCC Allied Hlth Coord	
	Patricia Miller, College Health Nurse	

Sees the strength of faculty as integrating the sense of students as nursing professional early on. Good consistency of faculty & leadership; invested in students. GCCC is assigning BOT members to integrate different advisory committee. Good exchange of information.

GenEd Faculty:

Trish Keller – English Instructor
Sam Samger – English Instructor & Assessment Coordinator

ADN Nursing Faculty:

Lawrence Jenkins, MS, RN, CN

Tracy Lamb, MN, RN

Amy Waters, MSN, RN

Students:

25 ADN sophomore students

Saw 3 of these at clinical also

St Catherine Hospital:

Dr. Barbara Willis, DNP, RN – VP Nursing and CNO

Joan Booker, CNS, Nurse Educator, Student Placement Contact

Leah Haug, RN – Director, Medical Surgical Nursing

Strengths:

1. Overall, very strong program. Students very complementary of dedicated, student-oriented faculty and their wealth of experience. Student comments: "They want us to succeed." "There are no dumb questions." "Still in practice so know what they're talking about." "Steer to resources for personal situations." "Good communication between students, faculty, and staff." "I hope Patsy doesn't retire!" "I love Tracy! All faculty are great." "Use student journals to evaluate our clinical experiences."
2. Very close working relationship between GCCC and St Catherine's Hospital. Students feel very welcome and part of the nursing environment.
3. Simulation and skills lab well laid out with appropriate equipment for students to care for their simulated patients, including a medication administration system.
4. Patricia Zeller is extremely organized and passionate about the program and students. She encourages and supports faculty in pursuing their academic and scholarly interests.
5. Full-time Student Support Specialist for nursing program – does advising for pre-nursing which helps those going into the program feel very connected and supported as they enter the nursing program.
6. Excellent facility providing adequate space for student learning and collaboration.

Opportunities:

1. Opportunity to improve use of **Advisory Committee**. Minutes mostly present but lack specific attendees' list so not possible to tell who or how many of the AC are actually involved. Consider changing minutes format to provide documentation of issue, follow-up, and resolution, and specific names with affiliation.
2. Opportunity to modify format for **faculty minutes** to ensure there is definite designation of who is responsible for each action item and provide a specific date for follow up on the item.
3. Opportunity to improve use of **Systematic Evaluation Plan** – saw several years of trended data with some analysis but did not see specific connection to use of data for program improvement.
4. Opportunity to provide the director with **dedicated administrative support**.

Recommendations:

Recommend reapproval of the ADN program for a time period consistent with accreditation.

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

Program: Kansas City Kansas Community College - ADN **Date(s):** September 21-23, 2021 w/ ACEN

Last KSBN Visit: Reapproval – Fall 2013; Focus visit – Oct. 2018 **Accrediting Agency& Date of Last Visit:**
ACEN: Sept 2013 for cont'd accreditation; Spring 2018 Focus visit – Accreditation w/ cond (cond. removed Fall 2020)

Visitors: DeLyna Bohnenblust, EdD, MSN, RN, 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		Pg 5 7250 State Avenue, KCKS 66112
	Names of primary administrative officials	Self-Study	X		Pg 5 Dr. Greg Mosier, President Jerry Pope, VP, Academic Affairs Dr. Tiffany Bohm, Dean, Health Professions
	Organizational chart for the institution	Self-Study	X		Pg. 78 - Appendix A
	Current contact information	Self-Study	X		Pg 5-6
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed. No significant findings. Pg. 34 – default rates
	Copy of school's current catalog	Self-Study	X		Submitted electronically w/ SS Pg 31 – link to website catalog
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Pg. 79 Appendix B
	Number of faculty	Self-Study	X		Pg 24; 11 FT exclusive faculty; 3 shared FT faculty – all MSN except 1 with MSN degree plan, 3 doctorates w/ 2 on degree track for doctorates. 8 PT faculty - 6 exclusive (3 MSN, 2 MSN degree plans, 1 PhD); 2 shared PT faculty (MSN);

	Number of non-teaching staff	Self-Study	X		Pg. 26 2 FT Admin Assistants in Health Professions (HP) division – one mostly FT for nursing (has MA in HC leadership) 1 FT Sim Lab Specialist 1 FT nursing advisor
	Number of students admitted per year	Self-Study	X		Pg 7 – Admit Fall & Spring – currently have 165 students (125 generic and 40 bridge) Pg 25 – currently enroll 48 /semester for generic ADN and 20/sem for bridge Pg 30 – Approved for 125/yr (max 250 enrolled in 2 yr program)

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	X		Pg. 14 Susan Andersen, MS, RN, CNE
	Qualifications	Self-Study	X		Pg 78 - Appendix B - CV
	Responsibilities	Self-Study	X		Pg 15; Appendix C, pg. 81 – job description for DNE
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		Pg 17 – states faculty expectations Faculty Handbook
	Faculty job description	Self-Study	X		Pg 21-23 criteria for nursing faculty Fac. Handbook
	Faculty selection process	Self-Study	X		Faculty HB
	Faculty orientation plan	Self-Study	X		Pg 23, 26-27 Pg 22 – continuing education plan
	Faculty handbook	On-site	X		Provided and reviewed: KCKCC faculty handbook and nursing faculty handbook
	General faculty meeting minutes for last 3 years	On-site	X		Reviewed – show mostly consistent faculty input and follow up on action items
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table (separate document)
	FT or PT (use FTE)	Self-Study	X		SS pg. 23 Appendix D, pg. 83 – FT/PT faculty exclusive; Appendix E, pg. 95 – PT shared Appendix X & Y – faculty profiles FT shared
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		

	Area of clinical expertise	Self-Study	X		SS pg. 101 faculty expertise and scholarship
	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	NA		SS pg. 21 - No hire exceptions
	Faculty file review	On-site	X		Faculty file review complete
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	NA		SS pg. 24 - Program does not utilize preceptors currently
	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					Appendix H – pg. 111 KCKCC student policies w/ chart for nursing program differences
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study Repository	X		SS pg. 30: Also in AC at www.kckcc.edu/programs/course-offerings/catalog and in Nursing Student HB
	Degree plan for each degree being granted	Self-Study	X		SS pg. 31 link to degree plan College catalog
	Oral and written English proficiency	Self-Study	X		SS pg. 31; College catalog – one minimum TOEFL score
	Readmission	Self-Study	X		College catalog & Faculty handbook
	Progression	Self-Study	X		SS pg. 30 – website link: college catalog & Fac handbook Pg. 33 - Academic progress maintained in LMS (Blackboard)
	Counseling & guidance	Self-Study	X		SS pg. 30 Advising Center – dedicated nursing advisor. Appendix I – pg. 113

	Student role versus employee role	Self-Study	X		Nrsg student handbook – on website
	Representation on faculty governance	Self-Study	X		SS pg. 12, 32 – reps elected for representation at nrsg dept. meetings and for SNO Faculty HB
	Graduation	Self-Study	X		SS pg. 30 weblink to College catalog
	Refund policies governing all fees and tuition paid by students	Self-Study	X		College catalog
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		College catalog
	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	Information packet in repository SS pg. 31 – link to Nrsg program info Joint application/checklist has statement about possible denial – no reference to KSA 65-1120
	Student Handbook	Repository On-site	X		SS pg. 32 – updated every semester – changes are highlighted and reviewed w/ nursing students. SS pg. 30 – NSHB reviewed w/ all nrsg students on 1 st day of class – have 1 week to review and ask questions then sign agreement to policies and understanding.
Student support services	Description of student safety measures	Self-Study	X		SS, Appendix I, pg. 113 – Student Support Services – campus police Also in college catalog
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 33 – college nurse onsite, Counseling & Advocacy Center onsite Appendix I, pg. 113 – Student Support Services Pg. 115 – Student Health Services – FNP and RN on staff
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student records	Review student files	On-site	X		Reviewed
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		Reviewed various samples of student work from theory and clinical courses
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		SS pg. 43-44 Eng Comp or Comp I (3), Speech (3), gen psych (3), HG&D (3), math (3), A&P w/ lab (4), microbio w/ lab (5), physiology w/lab (4) – total of 28 credit hours

	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Repository Self-study	X		SS pg. 31 – link to nursing syllabi - reviewed
	Credit hours for each non-nursing course	Self-Study	X		SS pg. 43-44 28 credit hours Eng Comp or Comp I (3), Speech (3), gen psych (3), HG&D (3), math (3), A&P w/ lab (4), microbio w/ lab (5), physiology w/lab (4)
	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		SS pg. 7; pg 49-52 40 credit hrs – nursing courses for generic and LPN/RRT articulation to AAS in nursing (23/21 cr hrs of credit granted for previous coursework in LPN/RRT programs when
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		SS pg. 50-51 for generic program NURS 0132 – 4 cr hrs (2T/2C) NURS 0143 – 8 cr hrs (4T/4C) NURS 0243 – 8 cr hrs (4T/4C) NURS 0244 – 4 cr hrs (2T/2C) NURS 0245 – 3 cr hrs (2T/1C) SS pg. 51-52 for bridge program NURS 0243 – 8 cr hrs (4T/4C) NURS 0244 – 4 cr hrs (2T/2C) NURS 0245 – 3 cr hrs (2T/1C)
	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	NA		No planned observation hours in schedule
	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	NA		Program does not utilize preceptors
	Testing process with test analysis and the written test procedure	Self-Study	X		Faculty Handbook, pgs. 33-38 - testing policy includes student and faculty expectations
	Number of students per class	Self-Study	X		SS pg. 25; Appendix F -pg. 99 Faculty/student ratios for all classes
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SS pg 49 Appendix F, pg. 99 – clinical ratios are 1:4 to 1:9 – meet requirements

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		SS pg. 43-44 general courses table
	Art and science of nursing	Self-Study	X		SS pg. 11 Philosophy Appendix K, pg. 119
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS pg. 47 table of experiences Appendix J, pg. 116-118 EOPSLO's mapped to KNPA & QSEN
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: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		Appendix K, pg. 119-127 mapping EOPSLO's and course outcomes to core and support courses
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		Outcomes listed in student and faculty handbooks
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		There are none
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		Appendix T, pg. 159 Lab inventory SS pg. 57-60 – descriptions for 5 designated classrooms, 3 computer labs, 2 simulation labs and one skills lab
	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. 57-58 faculty have individual offices and also have conference rooms available for student conferences
	Secure space for student records	Self-Study & On-Site	X		SS pg. 33 – locked file secured in store room in HP admin office space

	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing Satellite program facilities	Self-Study & On-Site	X		SS pg. 37-38 Pg. 63-64 Center for Teaching Excellence
	Other points of interest		NA		None
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SS pg. 61 – link to Library resources Pg. 62 – Learning Services Center, on-campus resources, online library with nursing databases Wonderful library support for nursing faculty and students. Budget process for library resources includes a request process for student input.
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	X		SS pg. 55 Appendix N – list of all current clinical agencies – contracts reviewed and are in compliance
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. 52 and Appendix N** - list of all clinical agencies utilized Appendix P, pg. 144 – shows how clinical experiences help achieve EOPSLO's
	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		SS pg.52-55 Use Mo-Kan system for many clinical agencies; also have some contracts outside the system. Have a FT person who does all clinical coordination.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		SS pg 54 faculty responsible for students; clinical nurse retains responsibility for pt.'s Appendix Q, pg. 146-149 generic clinical contract that has required language
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Providence Medical Center Providence Place

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		SS pg. 70 – met KSBN standard for last 3 of 5 years: 2016 – 73.27 2019 – 79.79 2017 – 73.75 2020 – 85.07 2018 – 77.5
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	On-site	X		Reviewed. No issues noted.
	Budget procedures	Interview	X		SS pg. 57 FY 2019 put Zero Based Budget (ZBB) into effect. Appendix R, pg. 150 Budget summary SS pg. 16 DNE authority for nursing budget with faculty input. Works in conjunction with Dean, Health Professions
Advisory Committee	Review Advisory Committee minutes	On-Site	X		SS pg. 13 Advisory Committee meets 2 times a year; main improvement has been revision and update to curriculum for both cohorts with a move to Concept Based curriculum. Have retired KCKCC faculty/administrators, nurse administrators, academic partnerships, current students, alumni, current faculty/staff of KCKCC. Recent discussion / input from community on COVID19 issues/vaccines.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		See interview list
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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		
	Staff RN's	On-Site	X		
	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		Appendix U, pg. 161 SPE – outcomes for ACEN standard 6 only (EOPSLO's) SS pg. 68 meeting 9/11 direct measures and 7/7 performance measures.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		SS pg. 71 Implemented faculty committee to oversee work of program evaluation and improve program performance SS pg. 63 Students offered access to peer-to-peer tutoring and online consultations in response to low eval scores for tutoring resources

Interviews conducted:**Administration:**

- Dr. Greg Mosier, President / CEO
- Jerry Pope, MS, BS, VP, Academic Affairs
- Dr. Delfina Wilson, VP, Student Affairs
- Tami Bartunek, VP of Strategic Planning
- Michael Beach, CFO
- Peter Gabriel, Chief Information Officer
- Christina McGee, Chief Human Resources Officer
- Dr. Tiffany Bohm, Dean of Health Professions
- Susan Andersen, MS, RN, CNE, Director of Nursing Education

KCKCC Student Support Services:

- Mary Dorr, MS, BS, Director of Financial Aid
- Alex Twitty, Student Accessibility Services
- Amanda Williams, Learning Commons / Library
- Tom Grady, Center for Teaching Excellence

KCKCC Nursing Support Staff:

- Kathy Eblen, Assistant Director Nursing Education
- Kim Gillespie, HP Administrative Assistant

- Jennifer Weaver, HP Administrative Assistant
- Peggy Winstead, Clinical Coordinator (retiring)
- Christy Fornal – new Clinical Coordinator
- Carrie Boorem, Nursing Adviser
- Hannah Hawk, Simulation Specialist

Nursing Faculty: 9 exclusive, 5 shared faculty present

- Cheryle Hansen, MSN, BSN, Instructor
- Phyllis Lading, EdS, MSN, BSN, Instructor
- Bronyal McFadden, MBS, MSN, Instructor
- Terri Schwager, MSN, BSN, Instructor
- Jean Steele, MSN, BSN, Instructor
- Theresa Bachman, BSN, RN
- Megan Randle, MSN, RN
- Hallie Stephen-Castro, MSN, RN
- Holly Edmonds, MSN, RN
- Desiree Steuber, MSN, RN
- Matthias Ngewa, PhD, RN
- Kerry Bledsoe, MSN, RN
- Tricia Schwind, MSN, RN
- Amanda Bentley, MSN, RN

Advisory Committee:

- Lisa Guthrie, University of Kansas Medical Center – Clinical Coordinator, Education Dept.
- Sharon Kumm, University of Kansas Medical Center – Coordinator, KU Community College Partnership Program
- Lisa Terrell, USD #500 – High School Counselor – liaison with KCKCC clinical coordinator
- Karen Roberts – alumni, educator for Research Medical Center; also supports RN scholarship
- Karen Clegg – community member (philanthropist) – gives money every semester for PN scholarships (Hazel Clegg Scholarship)
- Tiffany Day, RN – Prime Healthcare; Clinical Education Coordinator
- Christina Rudacille, MSN, RN – PN Program Director, Johnson County Community College (Overland Park, KS)
- Karen Wiegman, PhD, RN – faculty, MidAmerica Nazarene University (Olathe, KS)
- Kendra Ford, RN – Clinical instruction, KU SON (for Community College Partnership program)
- April Harper – staff, Brookdale /Rosehill, Sr. Living Center

- Jennifer Cannon, RN – CNO, Providence Medical Center (part of Prime Healthcare system)
- Becky Gray – St Luke’s Health System – coordinates all clinical experiences for PN students from KCKCC

Classroom Observation: NURS 0105 Transition to RN for LPN/Paramedic/RRT

Instructors: Dr. Bronyl McFadden*, Dr. Phyllis Lading

Clinical Agency Visit: 3rd semester students; Faculty – Hallie Stephen-Castro

- Providence Medical Center

General Education Faculty:

- Leslie Watkins – Pathophysiology, A&P
- Todd Gordon-Microbiology, A&P
- Tom Grady - Human Growth & Development

Strengths identified:

1. Tremendous amount of teamwork and collaboration occurring at several levels of the nursing program:
 - a. President to Dean of Health Occupations
 - b. Dean to Director of Nursing Education
 - c. DNE to all faculty and Advisory Council
 - d. Nursing faculty and general education faculty
 - e. Support of nursing program by all administration
 - f. Support of nursing administration to faculty and staff
 - g. Support of faculty/staff to students
2. Director of Nursing Education, Susan Andersen – many mentions of her leadership during a very important transitional time, her positivity and work ethic in addressing major (needed) changes to curriculum and the nursing programs, and her communication and “open ear” to communities of interest.
3. Faculty support for students / student learning. Students see instructors as being caring and invested in their success. Feel all faculty, staff and support services are in place to help them succeed.
4. Program provides a “quality experience” for students. Many picked KCKCC for the location and affordability but have found it to also be a

quality experience that they would definitely recommend to family and friends.

5. Long standing relationships with clinical partners
6. Support services for students – students vocal about great help they get from Financial Aid staff, the SASS office, and KCKCC as a “community.”
7. Professional development for faculty – multiple resources and opportunities for professional and personal development.
8. Faculty “ownership” in all aspects of nursing programs.
9. Support / salary for clinical adjuncts is competitive and they are able to get strong adjunct faculty – beneficial to program and students.

Opportunities for improvement identified:

1. Systematic Program Evaluation – End of Program Student Learning Outcomes (EOPSLOs) are well defined (and are important) but also important to have a plan and track all aspects of the program. Opportunity to expand the SPE and include all program areas. Also make sure follow up is happening and documented in the SPE.
2. KSA 65-1120 (possible licensure denial) – information about possible licensure denial on application and on website but is not specific to KSA 65-1120 and does not reference directly. Language could be made stronger and include the statute with a link to actual statute or with the direct language. Possibly include with information packet and/or brochure.
3. Ensure library is following nursing dept. procedures for nursing resources being no more than 5 years old unless of historic significance (several books pulled from the shelves that were older than 5 years and not of historical significance).
4. Process to ensure all KSBN required information is in faculty files. Orientation documented in all files since 2017 but are not signed or dated when completed. Consider adding date and signature.

Recommendations:

1. Language on KSA 65-1120 added to documentation available prior to admission that clearly refers to the statute. Submit documentation to Education Compliance Officer by 3/31/2022.
2. Update Systematic Plan of Evaluation to include all program areas with goals, dates, data, actions and review. Submit documentation to Education Compliance Officer by 6/30/2022
3. Recommend re-approval of the program for a period consistent with national accreditation.

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

Program: Kansas City Kansas Community College - PN Program Date(s): September 21-23, 2021

Last KSBN Visit: April 2016 Accrediting Agency & Date of Last Visit: KSBN Approved Only

Visitors: DeLyna Bohnenblust, EdD, MSN, RN - 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		SS pg. 3 7250 State Ave., KCKS 66112
	Names of primary administrative officials	Self-Study	X		SS pg. 3 Dr. Greg Mosier, President Jerry Pope, VP, Academic Affairs Dr. Tiffany Bohm, Dean, Health Professions
	Organizational chart for the institution	Self-Study	X		Appendix A – pg. 78
	Current contact information	Self-Study	X		SS pg. 5-6
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed. No significant findings
	Copy of school's current catalog	Self-study Web-site Online repository	X		SS pg. 25 – catalog reviewed and updated every 2 years for printed catalog
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Appendix B – pg. 79

	Number of faculty	Self-Study	X		SS pg. 14 3 FT exclusive faculty, 4 FT shared faculty, 2 PT shared faculty Appendix D & E – tables for FT and PT faculty
	Number of non-teaching staff	Self-Study	X		SS pg. 20; 4 non-teaching staff; HP division has 2 AA's – one is FT with nursing (MA in Higher Ed Administration); 1 Simulation Lab Specialist and 1 FT nursing Advisor (MA in Leadership w/ 25 years' experience)
	Number of students admitted per year	Self-Study	X		SS pg. 24 Approved to admit 40 students/semester (80/yr); usually admit 40-60 per year based on qualified applicants. Current enrollment – 48.
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	X		Pg 3-4: Susan Andersen, MS, RN, CNE
	Qualifications	Self-Study	X		Pg 60, Appendix B – abbrev. CV
	Responsibilities	Self-Study	X		Pg 62 – Appendix C – Director of Nursing Education job description
Faculty selection and input into program	Faculty organizational by-laws	Self-study	X		Pg. 17 – states faculty expectations
	Faculty job description	Self-Study	X		Pg. 21-23 criteria for nursing faculty in Faculty HB
	Faculty selection process	Self-Study	X		Faculty HB
	Faculty orientation plan	Self-Study	X		Pg 23, 26-27 Pg 22 – continuing education plan
	Faculty handbook	On-site	X		Provided and reviewed: KCKCC faculty handbook and nursing faculty handbook
	General faculty meeting minutes for last 3 years	On-site	X		Reviewed – show mostly consistent faculty input and follow up on action items
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SS pg. 64-73 Appendix D & E for FT and PT faculty
	FTor PT(use FTE)	Self-Study	X		Appendix D, pg. 83
	Academic Credentials	Self-Study	X		Appendix D
	Institution granting degree	Self-Study	X		Not on SS table but did find in faculty files
	Area of clinical expertise	Self-Study	X		SS pg. 101 faculty expertise and scholarship

	Area(s) of assignment	Self-Study	X		Appendix D
	Licensure	Self-Study	X		License # missing for 1 on SS – provided onsite
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		Two faculty on degree plans – not required for KSBN regulation: 1 for PhD, 1 for MSN
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		No hire exceptions currently
	Faculty file review	On-site	X		Complete
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	NA		SS pg. 18 preceptors not currently utilized. Note: KNPA does not address preceptors for PN level
	Preceptor job description	Self-Study	NA		
	Identified roles of preceptors, faculty, and students	Self-Study	NA		
	Preceptor orientation materials	Self-Study	NA		
	Preceptor signatures showing date orientation completed	Self-Study/On-site	NA		
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	NA		
	Preceptor State of license & License number	Self-Study	NA		
	Methods of contact between faculty & preceptor	Self-Study	n/a		
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following 1) Appendix H, pg. 82-83 policy differences for nursing students 2) Appendix I pg. 84-86 – Student Support Services	Admission of generic, transfer, and articulation students	Self-Study	X		SS pg. 30: Also in AC at www.kckcc.edu/programs/course-offerings/catalog and in Nursing Student HB
	Degree plan for each degree being granted	Self-Study	X		SS pg. 31 link to degree plan College catalog
	Oral and written English proficiency	Self-Study	X		SS pg. 31; College catalog – one minimum TOEFL score
	Readmission	Self-Study	X		College catalog & Faculty handbook
	Progression	Self-Study	X		SS pg. 30 – website link: college catalog & Fac handbook Pg. 33 - Academic progress maintained in LMS (Blackboard)

	Counseling & guidance	Self-Study	X		SS pg. 30 Advising Center – dedicated nursing advisor. Appendix I – pg. 113
	Student role versus employee role	Self-Study	X		Nursing Student Handbook (NSHB) – on website
	Representation on faculty governance	Self-Study	X		SS pg. 12, 32 – reps elected for representation at nrsg dept. meetings and for SNO Faculty HB
	Graduation	Self-Study	X		SS pg. 30 – web link to college catalog
	Refund policies governing all fees and tuition paid by students	Self-Study	X		College catalog
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		College catalog
	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	Information packet in repository SS pg. 31 – link to Nrsg program info Joint application/checklist has statement about possible denial – no reference to KSA 65-1120
	Student Handbook	On-site	X		SS pg. 32 – updated every semester – changes are highlighted and reviewed w/ nursing students. SS pg. 30 - NSHB reviewed w/ all nrsg students on 1 st day of class – have 1 week to review and ask questions then sign agreement to policies and understanding.
Student support services	Description of student safety measures	Self-Study	X		SS, Appendix I, pg. 113 – Student Support Services – campus police Also in college catalog
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 33 – college nurse onsite, Counseling & Advocacy Center onsite Appendix I, pg. 113 – Student Support Services Pg. 115 – Student Health Services – FNP and RN on staff
Student records	Review student files	On-site	X		Reviewed. In compliance
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		Reviewed samples from theory and 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	X		Pg. 35 - Min. 12 credit hours required: A&P 5-8 cr hrs, general psych (3), Human G&D (3), and Med Term (1-3)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		Appendix K, pg 89 – also includes list of clinical facilities
	Credit hours for each non-nursing course	Self-Study	X		See above – 12 credit hours required minimum
	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		SS pg. 4 – 45 credit hours for PN nursing program; 34 credit hours nursing courses Pg. 39-39 Total credit hours = 32 Total clock hours = 727.5 (theory = 367.5; clinical 360)
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	NA		No combined courses – follow PN Core curriculum
	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	NA		The program has no observational experiences
	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	NA		The program does not use preceptors
	Testing process with test analysis and the written test procedure	Self-Study	X		Faculty Handbook, pgs. 33-38
	Number of students per class	Self-Study	X		SS pg. 74, Appendix F 1:28 theory 1:10 clinical
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study Repository	X		Met
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		SS pg. 35

	Art and science of nursing	Self-Study	X		Pg. 35-36
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS pg. 35-38
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: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X		Appendix J – pg.87-88 list of courses that contribute to each of the four areas
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		Appendix J – pg.87-88 list of courses that contribute to each of the four areas
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		Appendix J – pg.87-88 list of courses that contribute to each of the four areas
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological Adaptation	Self-Study	X		Appendix J – pg.87-88 list of courses that contribute to each of the four areas
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	NA		
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		Appendix N, pg. 95 – list of all physical resources SS pg. 43-46 descriptions of physical space
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Appendix N, pg. 95-102

	Secure space for student records	Self-Study & On-Site	X		SS pg. 43
	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		LMS – Blackboard – have support for this from company KCKCC IT helps w/ connectivity and local resources, SS pg. 31, 33
	Satellite program facilities		NA		
	Other points of interest		NA		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SS pg. 61 – link to Library resources Pg. 62 – Learning Services Center, on-campus resources, online library with nursing databases Wonderful library support for nursing faculty and students. Budget process for library resources includes a request process for student input.
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	X		Appendix K, pg. 89 – list of all clinical contracted facilities All contracts available, current and signed
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		
	Each affiliating agency used for clinical instruction shall be staffed independently	Self-study & On-Site		X	SS – contract language adequate for contract template

	of student assignments				Contracts compliant except one - template used for Twin Oaks Rehab does not have language about facility retaining responsibility for pt. care
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Providence Place – met w/ clinical instructor and 1 student
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		2016: 84.31% 2017: 92% 2018: 90.38% 2019: 91.49% 2020: 82.46%
Advisory Committee	Review Advisory Committee minutes	On-site	X		Reviewed.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed. No significant findings.
	Budget procedures		X		SS pg. 11-12 DNE has authority to prepare and administer budget for nursing Mission/Faculty Resource Committee – survey 2 times/year regarding needs of faculty Advisory Comm surveyed for input also See interview list
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		Met with 6 PN students from 1 st and 2 nd semester
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		Met w/ one who was on Advisory Committee
	Staff RN's	On-Site	X		Providence Place staff
	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	On-site		X	Appendix P, pg. 105 SS pg. 34 - Fall 2019 most recent revision of outcomes implemented. Current SPE has only EOPSLOs and no other program areas -reviewed annually Pg. 54 2019-20 developed current robust SPE 2020 – meeting 7 / 11 direct measures for EOPSLOs and all 8 performance measures
	Use of program evaluation data for ongoing program improvement	On-site	X		For the areas on the SPE, data is being utilized for ongoing action and improvement.

Interviews Conducted During Site Visit:

Administration:

- Dr. Greg Mosier, President / CEO
- Jerry Pope, MS, BS, VP, Academic Affairs
- Dr. Delfina Wilson, VP, Student Affairs
- Tami Bartunek, VP of Strategic Planning
- Michael Beach, CFO
- Peter Gabriel, Chief Information Officer
- Christina McGee, Chief Human Resources Officer
- Dr. Tiffany Bohm, Dean of Health Professions
- Susan Andersen, MS, RN, CNE, Director of Nursing Education

KCKCC Student Support Services:

- Mary Dorr, MS, BS, Director of Financial Aid
- Alex Twitty, Student Accessibility Services
- Amanda Williams, Learning Commons / Library
- Tom Grady, Center for Teaching Excellence
- Tami Bartunek – Director of Admissions

- Holly Smith – College Nurse

KCKCC Nursing Support Staff:

- Kathy Eblen, Assistant Director Nursing Education
- Kim Gillespie, HP Administrative Assistant
- Jennifer Weaver, HP Administrative Assistant
- Peggy Winstead, Clinical Coordinator (retiring)
- Christy Fornal – new Clinical Coordinator
- Carrie Boorem, Nursing Adviser
- Hannah Hawk, Simulation Specialist

Classroom Observation: KSPN 0107 Adult Health I

Instructor: Deb Taylor MSN, RN (Lead instructor)

Clinical Agency Visit: 2nd semester students; Faculty – Bailey Olsen

- Providence Place

General Education Faculty:

- Leslie Watkins – Pathophysiology, A&P
- Todd Gordon-Microbiology, A&P
- Tom Grady - Human Growth & Development

Advisory Committee:

- Lisa Guthrie, University of Kansas Medical Center – Clinical Coordinator, Education Dept.
- Sharon Kumm, University of Kansas Medical Center – Coordinator, KU Community College Partnership Program
- Lisa Terrell, USD #500 – High School Counselor – liaison with KCKCC clinical coordinator
- Karen Roberts – alumni, educator for Research Medical Center; also supports RN scholarship
- Karen Clegg – Clegg scholarship benefactor

- Tiffany Day, RN – Prime Healthcare; Clinical Education Coordinator
- Christina Rudacille, MSN, RN – PN Program Director, Johnson County Community College (Overland Park, KS)
- Karen Wiegman, PhD, RN – faculty, MidAmerica Nazarene University (Olathe, KS)
- Kendra Ford, RN – Clinical instruction, KU SON (instructor for KU clinical partnership program nursing students)
- April Harper – staff, Brookdale /Rosehill, Sr. Living Center
- Jennifer Cannon, RN – CNO, Providence Medical Center (part of Prime Healthcare system)
- Becky Gray – St Luke’s Health System – coordinates all clinical experiences for PN students from KCKCC

Nursing Faculty:

- Mary Bautista, RN, BSN – Full-time, exclusive
- Amanda Bentley, MSN, RN – Full-time, exclusive
- Deb Taylor, MSN, RN – Full-time, exclusive
- Frankie Davis MSN, RN – FT, shared
- Matthias Ngewa PhD, MSN, RN – Full-time, shared
- Theresa Bachman BSN, RN – FT, shared
- Terri Schwager MSN, RN – FT, shared
- Cheryl Owens MSN, MBA, RN – PT, shared

Strengths identified:

1. Tremendous amount of teamwork and collaboration occurring at several levels of the nursing program:
 - a. President to Dean of Health Occupations
 - b. Dean to Director of Nursing Education
 - c. DNE to all faculty and Advisory Council
 - d. Nursing faculty and general education faculty
 - e. Support of nursing program by all administration
 - f. Support of nursing administration to faculty and staff
 - g. Support of faculty/staff to students
2. Director of Nursing Education, Susan Andersen – many mentions of her leadership during a very important transitional time, her positivity and work ethic in addressing major (needed) changes to curriculum and the nursing programs, and her communication and “open ear” to communities of interest.
3. Faculty support for students / student learning. Students see instructors as being caring and invested in their success. Feel all faculty, staff and support services are in place to help them succeed.
4. Program provides a “quality experience” for students. Many picked KCKCC for the location and affordability but have found it to also be a quality experience that they would definitely recommend to family and friends.
5. Long standing relationships with clinical partners
6. Support services for students – students vocal about great help they get from Financial Aid staff, the SASS office, and KCKCC as a “community.”
7. Professional development for faculty – multiple resources and opportunities for professional and personal development.
8. Faculty “ownership” in all aspects of nursing programs.
9. Support / salary for clinical adjuncts is competitive and they are able to get strong adjunct faculty – beneficial to program and students.

Opportunities for improvement identified:

1. Systematic Program Evaluation – End of Program Student Learning Outcomes (EOPSLOs) are well defined (and are important) but also important to have a plan and track all aspects of the program. Opportunity to expand the SPE and include all program areas. Also make sure follow up is happening and documented in the SPE.

2. KSA 65-1120 (possible licensure denial) – information about possible licensure denial on application and on website but is not specific to KSA 65-1120 and does not reference directly. Language could be made stronger and include the statute with a link to actual statute or with the direct language. Possibly include with information packet and/or brochure.
3. Ensure library is following nursing dept. procedures for nursing resources being no more than 5 years old unless of historic significance (several books pulled from the shelves that were older than 5 years and not of historical significance).
4. Process to ensure all KSBN required information is in faculty files. Orientation documented in all files since 2017 but are not signed or dated when completed. Consider adding date and signature.

Recommendations:

1. Language on KSA 65-1120 added to documentation available prior to admission that clearly refers to the statute. Submit documentation to Education Compliance Officer by 3/31/2022.
2. Contracts all need to include language that state the clinical facility retains responsibility for pt. care and that staffing does not include students. One contract out of compliance and needs to have language revised to address deficiency. Update contract language and send new contract to KSBN Education Compliance officer by 3/31/22.
3. Update Systematic Plan of Evaluation to include all program areas with goals, dates, data, actions and review. Submit documentation to Education Compliance Officer by 6/30/2022
4. Recommend re-approval of the PN program for five years.

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

Program: Washburn Institute of Technology - PN Program Date(s): September 29-30, 2021

Last KSBN Visit: April 2016 Accrediting Agency& Date of Last Visit: KSBN Approved Only

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

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		Pg. 1; 5724 SW Huntoon St, Topeka, KS 66604
	Names of primary administrative officials	Self-Study	X		Pg. 1; parent institution- Washburn Univ. President, WU – Dr. Jerry Farley VPAA – Dr. JuliAnn Mazacheck Dean WIT– Dr. Gerald Bayens Assoc. Dean of Tech Instruction – Dr. Mike Strohschein
	Organizational chart for the institution	Self-Study	X		Pg. 2; all Deans report to VPAA for WU
	Current contact information	Self-Study	X		Pg. 1; 785/670-3840
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Resource Room
	Copy of school's current catalog	Self-study Web-site	X		Appendix 7 – pg. 177 https://catalog.washburn.edu/washburn-institute-technology/
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Pg. 5 – Director of Health Occupations reports to Assoc. Dean of Tech Instruction. Responsible for all Health Occupations programs: PN, CNA, CMA, HHA, phlebotomy, EMT, Surg Tech
	Number of faculty	Self-Study	X		Pg. 5 – Five FT faculty for PN; 6 clinical/lab assistants/instructors;

					FT Dir. of Health Occupations – no teaching load (1 FT and 3 Adj. faculty for Health Services pre-req courses)
	Number of non-teaching staff	Self-Study	X		Pg. 5 – 1 FT Health Occupations Administrative Specialist 1 FT HC Advisor (Navigator)
	Number of students admitted per year	Self-Study	X		Pg. 5 – 30 students admitted each spring and fall for FT daytime cohorts; 20 students admitted every other year for PT evening program (18 mo program)
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	X		Pg. 6 – Pamela Masters, RN, MSN, CNL
	Qualifications	Self-Study	X		Pg. 6
	Responsibilities	Self-Study	X		Pg. 6 – Responsible for PN, CNA, CMA, HHA, phlebotomy, EMT, and Surg Tech programs and also teaches in the PN programs
Faculty selection and input into program	Faculty organizational by-laws	Self-study		X	
	Faculty job description	Self-Study		X	Pg. 8-9; language in description states “BSN or BSN degree plan required”. Regulation states that a BSN is required. Adjunct description states “BSN required”.
	Faculty selection process	Self-Study	X		Pg. 9
	Faculty orientation plan	Self-Study	X		Pg. 9 – online training modules for HR; then meet with DHO to review nursing faculty expectations/responsibilities; faculty meet w/ Dir. of Instruction /Staff Development; nursing faculty assigned a mentor for the first year Consider adding names and dates to the orientation form.
	Faculty handbook	On-site Self-Study	X		Appendix 6 – pg. 117-176 in SS
	General faculty meeting minutes for last 3 years	On-site	X		Resource Room Present and conducted consistently. The recent minutes have begun a process of documenting follow-up. Encourage this to continue with review of minutes to ensure items having documented continuation.
	Faculty qualifications (Enclose a table that displays the following information):				SS pg. 40-41 (Appendix 1) – faculty table
	Name of faculty	Self-Study	X		
	FT or PT (use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		Has only BSN credential on table. Other

	Institution granting degree	Self-Study	X		documentation found in files.
	Area of clinical expertise	Self-Study	X		Same as credentials above
	Area(s) of assignment	Self-Study	X		ok
	Licensure	Self-Study	X		Pg. 40-41
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		ok
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		
	Faculty file review	On-site		X	Consider adding names and dates to the orientation form and develop process to ensure all FQRs are submitted and verified. Missing original transcripts for adjunct nursing faculty.
					Does not use preceptors
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		Does not use preceptors
	Preceptor job description	Self-Study	n/a		Does not use preceptors
	Identified roles of preceptors, faculty, and students	Self-Study	n/a		Does not use preceptors
	Preceptor orientation materials	Self-Study	n/a		Does not use preceptors
	Preceptor signatures showing date orientation completed	Self-Study/On-site	n/a		Does not use preceptors
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	n/a		Does not use preceptors
	Preceptor State of license & License number	Self-Study	n/a		Does not use preceptors
	Methods of contact between faculty & preceptor	Self-Study	n/a		Does not use 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	X		Pg. 10-11 - Admission criteria Appendix 2, pg. 42 – Admission rubric used to determine admission scores
	Degree plan for each degree being granted	Self-Study	X		Pg. 14-15: offer Full-time (12 mo) and Part-time (18 mo) – both are 47 credit hours
	Oral and written English proficiency	Self-Study	X		Pg. 16 pass TOEFL an entrance exams in Reading for Information and applied Math at the required levels Per catalog, minimum of 5 in math, and 6 in reading on Accuplacer <u>Practical Nursing Program Nursing Schools In Kansas (washburntech.edu)</u> Need 55 or higher on TEAS

	Readmission	Self-Study	X		Pg. 16-17 Readmission can be by re-application or deferred enrollment
	Progression	Self-Study	X		Pg. 18 – complete in sequence; theory and clinical concurrently – nothing stated about what is required to pass courses and stay in sequence. Progression Committee (DHO, ADSS, Program Navigator/advisor) is responsible for determining eligibility to progress when student is on probation or has performance that warrants dismissal from the program. PN handbook, pg. 19 must achieve an 80% passing score in each course to progress. Must achieve a 90% pass on final med math exam to progress in program (2 attempts given)
	Counseling & guidance	Self-Study	X		Pg. 19 Counseling services available onsite -under age 18 must have parental permission
	Student role versus employee role	Self-Study	X		Pg. 19 – student assumes full responsibility for employment status
	Representation on faculty governance	Self-Study	X		Pg. 19 – Class reps are elected – serve as communication link with faculty, attend faculty meetings and communicate student concerns to DHO prior to faculty meetings
	Graduation	Self-Study	X		Pg. 19-20 Must have 80% or greater in each course Must achieve or surpass min requirement for Medication Math exams Clinical evals must be satisfactory by the end of the program.
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Pg. 19-20; full refund policy available in AC at: https://catalog.washburn.edu/washburn-institute-technology/tuition-fees-financial-aid/withdrawal-refund-policy
	Ethical practices including recruitment, admission, and advertising	Self-Study Online AC	X		https://www.washburn.edu/about/public-relations/index.html
	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. 20 – LPN-2020-2021-Admissions-Packet-Updated-2.17.2020.pdf (washburntech.edu) Please Note: Applicants to the nursing program should be aware that certain criminal convictions would deny or restrict access to a Kansas nursing

					license. Specific information about these convictions is identified in Kansas Law (KSA-65-1120). Please check with the Kansas State Board of Nursing (785-296-4929) if you have questions.
	Student Handbook	Self-Study Onsite	X		SS - Appendix 5 – pg.71-116
Student support services	Description of student safety measures	Self-Study	X		SS pg. 20-21 Campus police onsite during business hours. Security cameras installed throughout campus.
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 21 – Student Health Services office available for all WIT students – located in Morgan Hall, room 140 on the Washburn Univ. campus. Visits are free of charge with valid ID. Some services have associated fees (lab, x-ray, immunizations and prescription meds).
Student records	Review student files	On-site	X		Opportunity to refine process for those on probation to ensure follow-up with student.
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		Journals, med cards, clinical tools,
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	X		LPN-2020-2021-Admissions-Packet-Updated-2.17.2020.pdf (washburntech.edu) SS pg. 10, 14, 24 – A&P w/ lab (6), Nutrition (3), Human Growth & Development (3)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		SS – Appendix 3, pg. 43-60
	Credit hours for each non-nursing course	Self-Study	X		SS pg. 10, 14, 24 – 12 credit hours
	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		SS pg. 14 Didactic – 407.5 clock hrs / 26.5 credit hrs Lab – 77.5 clock hrs / 0.5 credit hrs Clinical – 345 clock hrs / 8 credit hrs Total – 829 clock hrs / 35 credit hrs

	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	NA		
	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	NA	X	PNS 115 – 12 hrs obs (12/90=13%) PNS 215 – 8 hrs obs (8/135=6%) PNS 226 – 8 hrs obs (8/45=17.7%)
	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	NA		The program does not use preceptors
	Testing process with test analysis and the written test procedure	Self-Study		X	SS pg. 26 - Tests developed using test banks from book publishers – no policy about ensuring security of exams and exam questions. Self-study states that analysis is done but no policy available that defines the process for test development, security, analysis, feedback, etc. ATI also used throughout program to assess content mastery. Part of points for entire course.
	Number of students per class	Self-Study	X		SS pg. 26 Number of students enrolled in each class is dependent on the number admitted and the semester being taught. Class size ranges from 17-30 per class for didactic. No more than 10 per clinical faculty.
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SS pg. 27-28 - Shows schedule for each clinical course and what facilities used Pg. 34-35 shows clinical faculty student ratios with all below 1:10 ratio Onsite – clinical schedules provided per the Clinical Utilization Committee calendar for all local schools. All ratios are 1:10 or less
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		Prereqs include A&P with lab, Nutrition, and Human Growth & development.
	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. 29

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: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X		SS pg. 28 PNS 101 KSPN Foundations PNS 115 KSPN Foundations Clinical PNS 152 KSPN Nursing Care of Adults I PNS 155 KSPN NCA I Clinical PNS 212 KSPN NCA II PNS 215 KSPN NCA II Clinical PNS 221 KSPN Maternal Child Nursing PNS 226 KSPN MatChild Clinical PNS 242 KSPN Leadership, Roles,&Issues PNS 245 NCLEX-PN
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		HCT 136/137 A&P w/lab HCT 141 Nutrition HCT 134 Human G&D PNS 232 Care of Aging Adults, and PNS 245 NCLEX-PN
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		PNS 121 Strategies for Success PNS 235 KSPN Mental Health Nursing PNS 245 NCLEX PN
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		PNS 101 KSPN Foundations PNS 115 KSPN Foundations Clinical PNS 145 KSPN Fundamentals of Pharm & Safe Med Administration PNS 152 KSPN Nursing Care of Adults I PNS 155 KSPN NCA I Clinical PNS 212 KSPN NCA II PNS 215 KSPN NCA II Clinical PNS 221 KSPN Maternal Child Nursing PNS 226 KSPN MatChild Clinical PNS 245 NCLEX-PN
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	NA		
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		SS pg. 32 – Three classrooms and one building provide space for all day and evening cohorts. Rooms are at half-capacity to accommodate social distancing.
	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. 32 Each faculty member has their own office with a door. Can meet privately with students

	Secure space for student records	Self-Study & On-Site	X		SS pg. 33 - Student files kept in file room in locked cabinets behind a locked door in the Dean's office area in Bldg A.
	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. 33 - students advised to have own computer but do have access to check out laptops if needed from the WIT IT dept. IT staff - available during business hours. Online learning through LMS (D2L) w/ 24/7 access to support from D2L. Low fidelity, hands-on labs and Regional Simulation Center
	Satellite program facilities		NA		
	Other points of interest		NA		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		Met with Sarah Daniels, Health Sciences Librarian at Washburn, via Zoom. Adequate resources at main library and WIT. Students are oriented to the data bases.
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	X		Resource Room- One contract needs attention to review language to ensure faculty is responsible for clinical evaluation.
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, p 33-34 Resource Room
	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		Resource Room
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Resource Room
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		KU St Francis Stormont Vail Health 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		2015 – 91.76 2016 – 90.70 2017 – 94.03 2018 – 86.96 2019 – 87.88 2020 – 93.33
Advisory Committee	Review Advisory Committee minutes	On-site	X		SS, p 36. Reviewed minutes. More follow through noted in recent year. Encourage this to continue with review of minutes to ensure items having documented continuation.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Resource Room
	Budget procedures	On-Site	X		SS, p 39
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		See interview list
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		Lisa Alexander, Chief Nursing Officer, KUSF Patty Handley, Director of Inpatient Nursing, KUSF Carol Perry, Senior VP & CNO, SV
	Staff RN's	On-Site	X		Kathy, Charge Nurse, KUSF Angela, Director, 5N, SV Andrea, RN, 5N, SV
	Preceptors	On-Site	N/A		Program does not use preceptors
	Individuals conducting observational experiences	On-Site	N/A		None offered at this time
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	On-site	X		Great start on a Program Evaluation Plan. Reviews specific components of organization, administration, outcomes, program of study, instructional technology, employer feedback, facilities, clinical, student achievements, faculty performance. Consider reviewing each program outcome on a rotating basis.

	Use of program evaluation data for ongoing program improvement	On-site	X		Evidence that this process is begun based on addition of ATI as a response to lower pass rate. Continue to document this regularly.
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Interviews Conducted During Site Visit:

Administration:

Dr. JuliAnn Mazachek, VP Academic Affairs
 Dr. Gary Bayens, Washburn Inst. Tech Dean
 Dr. Micheal Strohschein, Associate Dean of Technical Instruction
 Dr. Tara Lindahl, Director of Assessment, Curriculum, and Distance Learning
 Alan Beam, Director of Instruction and Staff Development
 Matt Busey, Manager, Academic Budget and Operations
 Pamela Masters, MSN, RN, CNL – Director of Health Occupations

Support Personnel:

Steve Luoma, Dean and Director of Student Services/Director of Academic Affairs
 Luci Zieman, Associate Director of Admissions
 Morgan Eggert, Manager, Program Healthcare Navigator/Advisor
 Jennifer Ewing, Student Records Administrator
 April Sidesinger, Assistant Director of Financial Aid
 Shelley Bearman – Campus Advocate/Services Coordinator
 Kathryn Strobele, Director Student Transitions

Clinical Experience Observation:

Angela, Director
 Andrea, Staff Nurse
 Five Level II students at KU at St. Francis campus
 One Level I student at Stormont Vail

Classroom Observation:

Stephanie Selk, BSN – teaching Cesarean Section. Did activity with balloon and ping pong ball. Good interaction with students.

Library:

Sarah Daniels, Washburn Health Sciences Librarian via Zoom

General Education Faculty:

Dr. Mark Green, A&P, nutrition, Human Growth & Development

Dr. Dani Steffen, A&P

Dr. Jennifer Smith, HG&D

Students:

17 Level II students

Advisory Committee:

Beth Williams, Community Member. Just retired from KU St Francis

Tracy Duran, Nursing Director M/S, Stormont Vail

Selena Gillam – Administrative Director, M/S and Critical Care, Stormont Vail

Nursing Faculty:

Dodie Greenfield, BSN (LI)

Laura Keighley, MSN (E – LI & II)

Stephanie Selk, BSN (LII)

Ashley Tyler, BSN (LI)

Nicole Wade, BSN (LII)

Strengths Identified:

1. Strong support for nursing program from WIT and WU administration.
2. Health Occupations Director, Pam Masters has been a strong support for the PN program and has made strong improvements to faculty minutes and led creation of a formal Program Evaluation Plan.
3. Students very complimentary of clinical sites and faculty.
4. Great facility with large lecture areas, low fidelity labs, and exceptional Regional Simulation Center.
5. Advisory Committee identified instructors as huge benefit to students and program
6. Advisory Committee very complimentary of open, two-way conversation between clinical sites and instructors.
7. Students like the small class size, instructors really approachable, and they say faculty “care about our well-being and future”. They would highly recommend the program.

Opportunities for improvement identified:

1. Continue process of follow-through on faculty and advisory board minutes.
2. Create administrative by-laws to define structure and process of PN program.
3. Great start on Program Evaluation Plan, continue with collecting data and using that information for ongoing program improvement. Consider adding End of Program Learning Outcomes to the current plan.
4. Review percent of clinical observation in each course to ensure that time is 15% or less of clinical hours (PNS 226)
5. Develop written plan detailing testing process and analysis.
6. Develop process to ensure all KSBN required documentation is present in faculty files.
7. Opportunity to refine process to ensure follow-up with student who is on probation or improvement plan.
8. Consider hiring a clinical coordinator to arrange clinical times, paperwork, and attending clinical utilization committee meeting, thus relieving burden from faculty.

Recommendations:

1. Create faculty by-laws for nursing program. Submit to KSBN Education Compliance Officer by 3/31/22.
2. Reduce observation percentage for PNS 226 to be less than 15% of clinical time. Submit revised clinical schedule with clinical activities to KSBN Education Compliance Officer by 3/31/22.
3. Develop written testing policy for test development, process, and analysis. Submit to KSBN Education Compliance Office by 3/31/22.
4. Recommend reapproval of the PN program for five years.

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

Program: Hesston College BSN w/ CCNE Date(s): October 6-8, 2021

Last KSBN Visit: Oct. 2011 Accrediting Agency & Date of Last Visit: CCNE

Visitors: Amy Hite, DNP, EdS, APRN, FNP – 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		KSBN SS pg. 1 301 S. Main St, Hesston, KS 67062
	Names of primary administrative officials	Self-Study	X		KSBN SS pg. 1 Joseph Manickam, PhD – President Carren Moham, D.M.A – VP, Academics Rachel S. Miller, PhD – VP, Advancement Deb Roth, M.S. – VP, Student Life Del Hershberger, B.A. - VP, Admissions Lisa George, M.S. – VP, Finance
	Organizational chart for the institution	Self-Study	X		SS pg. 1 -link to Policy 202 for Levels of Authority
	Current contact information	Virtual Resource Room (VRR)	X		SS pg. 1-2
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		Appendix M, pg. 82-83 Supplemental – Exhibit 1 (VRR) Reviewed – no concerns

	Copy of school's current catalog	Self-Study VRR	X		Web link: https://www.hesston.edu/catalog Exhibit 2 - VRR
Description of nursing program Should be 12	Organizational chart for nursing program	Self-Study	X		SS -Appendix A, pg. 33
	Number of faculty	Self-Study	X		SS pg. 2 – 1 FT (12 mo.) Interim Director – also teaches full load; 11 faculty on 9 mo contracts (6 FT, 3 PT, 3 Adjunct)
	Number of non-teaching staff	Self-Study	X		1 FT Academic Assistant
	Number of students admitted per year	Self-Study	X		SS pg. 2 – approved for 56 admits/year (112 for 2 years of nursing program). Current enrollment (F21) are 45 Jr. & 41 Sr. students =86 students
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	X		SS pg. 3 - Gregg Schroeder, MSN, APRN-CNS
	Qualifications	Self-Study	X		VRR – Exhibit 3 – Schroeder CV
	Responsibilities	Self-Study	X		SS pg. 3, and Appendix B, pg. 34 – DNE job description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SS pg. 3 and Appendix C, pg. 39-43
	Faculty job description	Self-Study	X		SS pg. 3 and Appendix D, pg. 44-52
	Faculty selection process	Self-Study	X		SS pg. 4; Exhibit 4 (VRR) – Hesston College Human Resources Policies (policy 204)
	Faculty orientation plan	Self-Study VRR	X		SS pg. 4; Appendix E, pg. 53-55 – has checklist for nursing dept. w/ dates and signatures Exhibit 4 (VRR) – college orientation
	Faculty handbook	VRR	X		College and nursing faculty handbooks

	General faculty meeting minutes for last 3 years	VRR	X		Exhibit 6 (VRR) – last 3 years for minutes - reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SS pg. 4-5; Appendix F, pg. 56-62 – faculty table
	FT or PT (use FTE)	Self-Study	X		ok
	Academic Credentials	Self-Study	X		All had BSN and higher – 3 missing ADN original RN licensure program in table – transcripts in files
	Institution granting degree	Self-Study	X		Same as above
	Area of clinical expertise	Self-Study	X		ok
	Area(s) of assignment	Self-Study	X		ok
	Licensure	Self-Study	X		ok
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		3 currently pursuing advanced degrees (above MSN) – none on required degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		No hire exceptions at present
Preceptor qualifications and information (for current semester)	Faculty file review	VRR	X		All documentation in faculty files Orientation was consistently present for all those hired after 2014
	Preceptor criteria & selection	Self-Study	n/a		Preceptors not currently utilized in 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			

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	X		SS pg. 5 Course catalog Nursing student handbook (NSHB)
	Degree plan for each degree being granted	Self-Study	X		SS pg. 5; Appendix G, pg. 63-64 has plan of study for 4 yr BSN, and 2 yr articulation programs Appendix H, pg. 65-68 – for LPN to BSN program
	Oral and written English proficiency	Self-Study	X		SS pg. 5 – in Admissions policy, Appendix H
	Readmission	Self-Study	X		SS pg. 6; NSHB pg. 56 – can be readmitted once
	Progression	Self-Study	X		SS pg. 7; NSHB pg. 34
	Counseling & guidance	Self-Study	X		SS pg. 8 – every student has an Academic Adviser, and has access to campus counselors (no cost) NSHB pg. 18
	Student role versus employee role	Self-Study	X		SS pg. 8; NSHB pg. 39 – very clear and well-defined
	Representation on faculty governance	Self-Study	X		SS pg. 8-9; NSHB pg. 57 Elected class reps – also participate on some college committees
	Graduation	Self-Study	X		SS pg. 9; NSHB pg. 34 – 121 credits hours for degree
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SS pg. 10 College catalog (online) Home\Course catalog\Tuition and Fees\student - financial policy
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SS pg. 10 VRR – Exhibit 4 – College HR Policies handbook

	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 VRR	X		SS pg. 10-11 Admission policy refers to legal standards but does not specifically reference KSA 65-1120 -does have link to KNPA and this statute. Application for Admission NSHB pg. 54-55 also has information about potential issues if legal hx
	Student Handbook	VRR	X		SS pg. 11 VRR – Exhibit 9 – college HB and Nursing Student HB
Student support services	Description of student safety measures	Self-Study	X		SS pg. 11 Website – College – under Resource & Information; also under Campus Safety College student HB & NSHB
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 11 No on campus services but resources are in handbook and available from Student Services NSHB pg. 43 – Healthcare services near campus
Student records	Review student files	VRR	X		
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	X		Examples of student work from every nursing course: video assessments, papers, active learning sheets, clinical paperwork, concept maps, reflection papers/journals
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	X		SS pg. 12; Appendix I pg. 69-70 60 credit hours required
	Required Nursing courses that includes course description, objectives, content	Self-Study	X		SS pg. 12 Table IV A.1 College catalog – VRR

	outline and method of evaluation (include list of clinical facilities if applicable)				Exhibit 12 (VRR) – all course syllabi with descriptions, objectives, content outlines and evaluation methods
	Credit hours for each non-nursing course	Self-Study	X		SS pg. 12 – Table IV A.1 Appendix I, pg. 69-70
	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		SS pg. 12-14 Appendix I, pg.69 – 61 credit hours for nursing SS pg. 13 – Table IV A-4 clock hours for all courses Class – 689 hrs; Clinical 676 hrs
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		SS pg. 13 Table IV.A-4
	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 14 NURS 302 - 6%; NURS 410 - 10%
	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 used in program
	Testing process with test analysis and the written test procedure	Self-Study	X		SS pg 15-18
	Number of students per class	Self-Study	X		SS pg 2. 56 juniors and 56 seniors. In 2021 there are 45 juniors and 41 seniors.
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SS pg 101 MEP IIE, Faculty/student ratio in the clinical agency is consistently 1:10 or less
	Curriculum includes the following:	Self-Study	X		SS pg 12-14 and 19. Appendix K page 78
	Art and science of nursing	Self-Study	X		SS pg 12-14
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS Curriculum Table pg 78

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: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		SS Curriculum Table pg 78
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		SS Curriculum Table pg 78
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		SS Curriculum Table pg 78
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		SS Curriculum Table pg 78
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	n/a		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		
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 & VRR	X		Video tours in VRR
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & VRR	X		Video tours
	Secure space for student records	Self-Study & VRR	X		
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & VRR	X		Students report orientation and support for IT: Moodle (LMS) assistance is available.
	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 & VRR Zoom	X		Online access available, variety of resources available and recent.
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	VRR	X		Exhibit 18 in the VRR – reviewed 13 contracts (current sites). All contracts are kept in Nursing Dept.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & VRR	X		SS pg 79-81; Clinical faculty and students report variety of patients by age groups and level of acuity, compatible with topics taught in theory courses. Students have been caring for COVID patients, with proper PPE available by the clinical agency.
	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 & VRR	X		Some of the facilities do have other schools but do not have them at the same time. Hesston has positive and ongoing relationships w/ several facilities.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		One contract does not address “staffed independent of student assignments” but has detailed responsibilities outlined for staff. DNE will talk to facility about language addendum to contract (corporate facility w. many sites – they will only use their contract)
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Zoom VRR	X		Met w/ students at NMC-Health – video of basic facility w/ description
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		2020 - 90.91 2019 – 74.36 2018 – 80.85 2017 – 88.24 (1 st year of BSN program)
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study & VRR	X		2018-2019 Audit Report 2019-2020 Audit Report By Knudsen Monroe & Co SS pg 28-29
	Budget procedures	Self Study & VRR	X		SS pg 28-29

					Exhibit 1: Additional Financial Information
Advisory Committee	Review Advisory Committee minutes	VRR	X		Exhibit 22 – meet yearly (3 years of minutes); clinical members also meet other times of the year with faculty to discuss clinicals
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	X		See interview list
	General education and required support course faculty	Zoom	X		See interview list – met with 13 general education faculty – all were very knowledgeable about the nursing program and gave several examples of how non-nursing courses support the nursing students and contribute to the nursing program. Good interaction with nursing faculty and DNE
	Support services	Zoom	X		See interview list
	Students	Zoom	X		Met w/ 9 Junior level students & 9 Senior level students
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom	X		Met 3 CNO's on Advisory Council including Heather Porter, MSN, ACM-RN, NE-BC from NMC Health
	Staff RN's	Zoom	X		3 staff RN's at NMC Health in Newton – working w/ Sr. nursing students
	Preceptors	On-Site	n/a		Not utilized in program
	Individuals conducting observational experiences	On-Site	n/a		Not available during visit
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ VRR	X		SS – Appendix O, pg. 87 for Master Evaluation Plan Appendix N, pg. 84 – EOPSLO data
					SS – Appendix O, pg. 87 for Master

	Use of program evaluation data for ongoing program improvement	Self-study/ VRR	X		Evaluation Plan Appendix N, pg. 84 – EOPSLO data
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Interviews conducted during site visit:

Administration: Administrative Council

- Joseph A. Manickam, PhD, President
- Carren Moham, DMA, Vice President of Academics
- Lisa George, MS, Vice President of Finance
- Del Hershberger, BA, Vice President of Admissions
- Rachel S. Miller, PhD, Vice President of Advancement
- Deb Roth, MS, Vice President of Student Life

Academic Success & Support Personnel:

- Joan Griffing, DMA, Academic Dean
- Sandra Hiebert, MA, Registrar, Dean of Assessment and Accreditation
- Kristin Kaufman, BA, Student Success & Access Lab Coordinator
- Tim Shuart, Director of Information Technology
- Margaret Wiebe, MLS, Library Director
- Marlene Boese, Administrative Assistant, Academics

- **Interim Director of Nursing Education – Gregg Schroeder, MSN, APRN-CNS**
- **Classroom Observation – NURS 300 - Foundations I**
 - Instructor – Rita Peters, PhD, RN
 - Topic: Pain
- **Clinical Observation - NMC Health Medical Center:**
 - Belinda Knox, MSN, RN, Clinical Faculty
 - Dawne Taylor, MSN, RN, Nursing Faculty
 - Senior Nursing Students (10)

CEO/Clinical Partner Agencies:

- Vallerie Gleason, President & CEO, NMC Health
- James Krehbiel, President & CEO, Bluestem Communities

Nursing Faculty: all FT faculty unless noted otherwise

- Heather Hosford, MSN, RN (Adjunct)
- Belinda Knox, MSN, RN
- Kristi Martin, MSN, RN (PT)
- Rita Peters, PhD, RN
- Kristal Potter, MSN, RN
- Jean Rodgers, MN, RN (Adjunct)
- Dawne Taylor, MSN, RN
- Sharon Woodward, MS, RN
- Joy Yoder, MSN, RN

Student Support Staff:

- Deb Roth, MS, Vice President of Student Life
- Charles Hostetler, BA, Assistant Director of Admissions
- John Murray, MATS, MAIA, Dean of Global Engagement
- Dori Roth, BA, Director of Financial Aid
- Micah Hurst, MACL, Campus Pastor
- Kellory Blanchard, BS, Campus Counselor
- Jim Mason, BS, Director of Campus Facilities
- Monica Miller, SPHR, HR Director & Title IX Coordinator

Nursing Advisory Council:

- Treva Greaser, BSN, RN, CRRN, C-NE, Executive Director, Schowalter Villa, Hesston
- Hope Helferich, BSN, RNC-OB, C-EFM, Clinical Placement Coordinator, Wesley Medical Center, Wichita
- Jamie Hicks, BSN, RN, Medical Education Coordinator, McPherson Hospital, McPherson (and nursing alumna)
- Dorothy McPherson, BSN, Executive Director, Progressive Home Health & Hospice, Wichita (and nursing alumna)
- Anita Mills, MSN, RN, Clinical Professional Development, Ascension Via Christi Hospitals, Wichita
- Heather Porter, MSN, ACM-RN, NE-BC, Chief Clinical Officer, NMC Health, Newton (and nursing alumna)

General Education Faculty:

- Russell Adrian, DMA, Music
- Jeffrey Baumgartner, MEd, Mathematics
- William Friesen, PhD, Chemistry

- Michele Hershberger, MATS, Bible/Religion
- Heidi Hochstetler, MEd, Education/Intensive English Language Program
- Bryan Kehr, MS, Physical Education/Athletics
- Joel Krehbiel, PhD, Physics
- Nicholas Ladd, MEd, Bible/Religion
- Peter Lehman, MA, History
- Kyle Miller Hesed, PhD, Biology
- Marelby Mosquera, MS, Biology/Environmental Science
- Johann Reimer, MS, Engineering

Strengths:

1. Very organized and informative Virtual Resource Room – very well put together and easy to find needed information
 - a. KSBN Self-Study very useful
 - b. CCNE Self Study was also conducive to find necessary documentation for KSBN regulations
2. Students love the Hesston College “community” – feel very supported in the nursing program
 - a. Very complimentary of faculty and faculty support
 - b. “Personal connections”, “care about us”, “door always open” were comments made about faculty
 - c. Provide clinical experiences that really help us translate theory into practice
 - d. Help with financial aid is good for nursing
 - e. Feel nurtured and supported by faculty
3. Student support services well documented and students speak to availability and knowledge of services
4. Faculty evaluation/review process is clear – faculty find it a “helpful” process for their own development
5. Academic Dean has taken the opportunity to visit each faculty classroom in her first 2 months at HC
6. Telehealth option for mental health added this year
7. Relationship of school with NMC-Health – students like the site (“we learn a lot”) and the staff is very complimentary of the students/faculty
8. Great collaboration between liberal arts faculty and the nursing faculty!
9. Advisory Board and Clinical Agencies appreciate the engaging faculty, they recognize the special attention and support they provide the students, and support the administration and faculty provided to the students through COVID.
10. Administration supports faculty with development opportunities, financial support, and encouragement to grow.
11. Many faculty continue to practice as RNs, keeps faculty current with industry, and with 9 month contracts allows for additional income.

Opportunities for Improvement:

1. Look for opportunities to increase salary for nursing faculty. Look for partnerships with industry to support faculty. Talk to donors about need for qualified / adequately compensated faculty to keep quality program going.
2. Clinical agencies would appreciate increased number of students, will accommodate clinical opportunities and employ additional graduates. Possibility for Academic-Practice partnerships.
3. Clarification of KSA 65-1120 and possible licensure denial in program materials. Needs to be available to potential applicant in program information. Admission policy refers to legal standards but does not specifically reference KSA 65-1120 -does have link to KNPA and this statute. The application for admission also has information about potential issues if legal hx – again, no specific mention on KSA 65-1120 but information is available online

Recommendations:

1. Review contract language for cited contract and clearly address facility responsibility for patient care and for staffing independently of student assignments. Submit updated copy of contract to Education Compliance Officer by 3/31/22. (Updated contract submitted to ECO on 10/21/21. Meets requirements.)
2. Recommend reapproval of the BSN program for the time period of national accreditation.

Requirements for Approval of Registered Nursing Programs

60-2-101 – Requirements for initial approval

Kansas State Board of Nursing

Name of Institution: Cloud County Community College Date: Oct. 14, 2021

Type of Program: Satellite campus for ADN program (CCCC, Geary Co. campus)

Visitors: Janelle Martin, MHSA, RN – KSBN Nursing Education Compliance Officer: Christina Rudacille, MSN, RN – KSBN Education Committee member

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Administration & Organization 60-2-101 (a) (1) 60-2-101 (b) (4-7)	• Name of controlling body	ACEN Prospectus Pg. 3	X		Cloud County Community College Concordia, KS
	• Name & title of administrator of same	ACEN Prospectus Pg. 3	X		Amber Knoettgen, MBA - President
	• Relevant contact information	ACEN Prospectus Pg. 3	X		2221 Campus Drive, Concordia, KS 66901 785-243-1435
	• Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support)	ACEN Prospectus Pg. 3	X		Non-profit, public 2-year community college Accredited by HLC (probation)
	• Copy of current school bulletin or catalog	Document Room USB	X		Reviewed
60-2-101 (a) (2)	• Name of administrator of nursing education program	ACEN Prospectus Pg. 3	X		Stefanie Perret, MSN, RN
	• Title of administrator	ACEN Prospectus Pg. 3	X		Director of Nursing
	• Credentials of administrator	ACEN Prospectus Pg. 3	X		MSN, RN
	• Authority and responsibility for administering nursing education program is vested	Job Description Document Room	X		Reviewed – meets regulation

7/09; rev. 3/11, 9/17

	in the nurse administrator				
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	ACEN Prospectus Pg. 3	X		Cloud CCC has HLC accreditation Nursing program has ACEN accreditation and KSBN approval – last reviews were both Feb. 2019
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report			Application submitted – to Board Sept. 2021 – board approved for site visit
	• Course of study (1)	Report	X		
	• Credential to be conferred (1)	Report	X		
	• Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8)	Report	X		Using currently approved curriculum
60-2-104 (c) (1-4) (d) (1-4)	Develop a table and identify the primary courses that will meet each category Instruction and clinical experience in – For RN program	Report (table)	X		
	• Aspects of safe, effective care environment, including the management of care, safety, and infection control		X		
	• Health promotion and		X		

	maintenance, including growth and development through the life span and prevention and early detection of disease				
	<ul style="list-style-type: none"> Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and 		X		
	<ul style="list-style-type: none"> Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, and physiological adaptation 		X		
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table) ACEN Prospectus Faculty Profile Table	X		Report – Appendix C Faculty Profile table pgs 42-46; current CVs, pgs 47-58 *5 FT faculty (3 MSN and 2 BSN w/ MSN degree plans in place) – 1 primary at Geary campus *6 PT faculty (1 PhD, 1 MSN, 4 BSN w/ Hire Exceptions) – 1 primary at Geary (2 clinical adj. will also be part time at Geary)
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities 	List in Report ACEN Prospectus	X		Report - pgs 19-22 28 current clinical sites 2 clinical sites in Geary Co w. contracts IP 2 observation only sites

	<ul style="list-style-type: none"> signed contracts or letters from clinical facilities stating they will provide clinical experiences for students 	ACEN Prospectus Document Room	X		Report – Appendix H, pgs 74-82
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Initial Survey - for Approval of satellite campus 60-2-101 (c) (1)	The following shall be available: <ul style="list-style-type: none"> minutes of faculty meetings 	Exhibit Document Room USB	X		Minutes available – reviewed; planning for satellite campus discussed and well documented
	<ul style="list-style-type: none"> admissions material 	Document Room ACEN Prospectus	X		Report – Appendix J, pgs 90-97
	<ul style="list-style-type: none"> describe any admission testing 	ACEN Prospectus Pg.93	X		Report – Appendix J, pg 92 ATI – A&P exam – min score of 44% (may be taken up to 2 times per application year) Critical thinking essay question – one time per app year Math exam – one time per app year
	<ul style="list-style-type: none"> faculty and student handbooks 	Document Room USB	X		Reviewed
	<ul style="list-style-type: none"> policies and procedures 	Document Room	X		Reviewed – In compliance
	<ul style="list-style-type: none"> curriculum materials 	Access to LMS to view	X		Reviewed – already approved
	<ul style="list-style-type: none"> copy of the nursing education program's budget 	For satellite campus ACEN Prospectus Pg.24	X		Report – pg. 24 3-year nursing program budget – shows increased budget for faculty and new support staff for the 2022 FY. Also increased commitment to supplies and equipment for Geary campus expansion Budget has already allowed for renovation of existing buildings (Bldg B) at the Geary campus for nursing.
	<ul style="list-style-type: none"> affiliating agency contractual agreements 	Document Room	X		Irwin Army hospital contract still IP but expected to be signed by time needed for Fall 2022. All other contracts current and signed

60-2-101 (C)(2)	Inspect the following: for satellite campus <ul style="list-style-type: none"> nursing education facilities including class rooms, laboratory, offices, student record storage; faculty offices 	Tour	X		Have renovated Building B at Geary campus. Existing lab space renovated for skills area and simulation center. Existing classrooms and space for computer lab, breakroom and meeting space. Faculty offices (2) are private currently but could hold 2 faculty per office if needed. Private meeting space available for student meetings that are confidential. Building A houses Administration and some general ed classes. Other computer lab, break areas and study areas available on campus.
	<ul style="list-style-type: none"> library facilities 	On- site interview ACEN prospectus	X		Pg. 26-27 Library is on Concordia campus with full electronic access by Geary campus. books and journals can be requested and will be sent to Geary campus per courier in 1 business day.
	<ul style="list-style-type: none"> satellite program – support services 	On- site interview ACEN prospectus	X		Pg. 13-16 See interview list

Interviews done onsite:

Administration:

- Amber Knoettgen, MBA – CCCC President
- Kimberly Zant, PhD – VP Academic Affairs
- Caesar Wood, M.S. – VP for Administrative Services and Director Auxiliary Services
- Jennifer Zabokrtsky, BS – Director of CCCC Geary County campus
- Joseph D. Koons, MA – Dean of Student Affairs
- Don Benjamin, MS – Interim Dean Math, Science and Technical Programs
- Cindy Lamberty, MS – Director of Assessment, Institutional Effectiveness, and Planning

Support Services:

- Jennifer Zabokrtsky, BS – Geary Campus Director
- Joseph Koons, MA – Dean of Student Affairs
- Jennifer Schroeder, MLS – Director of Library Services
- Keela Andrews, MA – TRIO Director
- Aero Kierstan, MS – TRIO Academic Coordinator
- Kelly Cook, BS – Director of Workforce Development & Outreach
- Kristina Farmer, BS – Director of Advisement and Retention
- Cynthia Foley – Instructor / Proctor – Geary campus
- Courtney Stensaas, BS – Financial Aid
- Becky Woolver, BS – Admissions Counselor, GCC Student Services & Office of Admissions
- Raven Smith, AS – GCC Student Support Specialist / VA Liaison
- DeeDee Coppoc, AS – Coordinator of Academic Advisement Services

Nursing Service Reps & Advisory Council:

- Sheila Kaye Marantette, MSN – CNO, Geary Community Hospital
- Jennifer Goehring, BSN, MHCL – VP of Nursing, Ascension Via Christi Hospital Manhattan, Inc.
- Della Strait, MSN – DON, Cloud County Health Center
- Dr. Patricia MacFarlane – CCCC Board of Trustees member
- Chelsa Giorten, RN – ER Nurse Manager, Geary Community Hospital
- Michelle Schultze, RN – USD 475
- Jessica Badsy, RN – CNO, Clay County Medical Center
- Tena Myer – Cloud CCC, Advising
- Laura Jones – Valley View Senior Life
- Jan Kemmerer – Mitchell County Home Health Services
- Jenna Williams – Herrington Hospital
- Cassie Moore – Cloud CCCC, Student rep

Community Support / Public:

- Dr. Kim Zant – VP Academic Affairs, CCCC
- Caesar Wood – VP of Administrative Services, CCCC
- Craig Bender - MAC Director
- Kaye Marantette, MSN – CNO, Geary Community Hospital
- Theresa Bramlage – Geary Community Hospital, BOT
- Will McKannay – Garrison Commander, Fort Riley

- Trish Giordano – Geary County Commission
- Amber Knoettgen – CCCC President

Nursing Faculty:

- Sara Beikman, MSN – FT, Concordia
- James Parker, BSN – clinical adjunct
- Kim Smith, BSN (MSN degree plan) – FT, Geary campus spring and summer
- Sandra Grubb, BSN (MSN degree plan) – FT, Geary campus
- Christina Baker, MSN-Ed – PT, primary Geary campus
- Angela Murray, MSN – FT, Concordia
- Michelle Schultze, BSN – Allied Health faculty/ USD 475 liaison / Grad student

General Education Faculty:

- Cynthia Foley, MS, Biology - Adjunct instructor
- Chris Preston, MS – Math
- Suzette Ghent, MFA – Lead Instructor, English / Communications; faculty sponsor for Student Senate
- Taryn Cipra, MS – Biology
- Cindy Lamberty, MS – Director of AIEP / Adjunct for science courses
- Brent Phillips, MA, English – Dean of Humanities Social Science, & Business
- Dr. Paul Gardner – PhD, History - Chair, Social and Behavioral Sciences
- Mark Whisler, MS Math – Chair, Math Dept.

Students - 13 prospective nursing students attended meeting – good questions; many have military background or current involvement

Strengths:

- 1) Very strong community support for adding nursing program to Geary campus – nursing identified as a critical need for the community by Geary County Commission
- 2) Strong support / commitment from CCCC administration
- 3) Strong leadership and organizational skills from current Nursing Program Administrator, Stefanie Perret
- 4) Prospective students are very supportive of nursing program and are very familiar with the program and current outcomes – positive feedback from all students about reputation of the program and support from CCCC faculty and nursing staff
- 5) Faculty involvement in process – have been very involved in planning and most will support the program at the Geary campus with teaching in the first year. Geary campus will be one semester “off” from Concordia campus and will have a summer semester (not as much competition for clinical sites) and a more accelerated program for Geary students
- 6) Adjuncts very involved in nursing program – have input into the program and are given opportunities to contribute
- 7) Geary campus will serve a very non-traditional group of students with many opportunities in the evening as well as the daytime

Opportunities:

- 1) Clarify language in faculty contracts to prioritize MSN as the required degree for faculty with BSN and a degree plan as an alternative option for faculty.
- 2) Hire qualified faculty as needed
- 3) Continue strong communication with Communities of Interest

Recommendations:

- 1) Recommend approval of satellite campus for Cloud CCC nursing program with the admission of 18 students for Spring 2022, and annually thereafter. Follow up visit for satellite campus to occur with next planned visit for the current Cloud CCC nursing program in Spring 2027.

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

Program: Seward County Community College ADN Program (Level II) w/ ACEN **Date(s):** October 20-22, 2021

Last KSBN Visit: March 2013 -reapproval; Oct. 2020 – focus visit **Accrediting Agency/Date of Last Visit:** NLNAC Feb. 2013

Visitors: Rebecca Sander, MSN, RN, KSBN Board 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		Pg 1 – 1801 North Kansas Ave. Liberal, KS 67901
	Names of primary administrative officials	Self-Study	X		Pg 1 – Dennis Sander, Interim President (new President hired and will be starting 12/1/21)
	Organizational chart for the institution	Self-Study Repository	X		SS pg. 26; Nrsg Faculty Handbook, pg. 7; ACEN report, Exhibit 1.1-6
	Current contact information	Self-Study	X		Pg 1
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed
	Copy of school's current catalog	Self-Study Repository	X		Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Nursing Faculty HB, pg. 7-8 Pg 168, Appendix C is nursing dept. committee structure
	Number of faculty	Self-Study	X		Pg 42 - 3 FT & 2 PT faculty; 1 FT Director w/ teaching load
	Number of non-teaching staff	Self-Study	X		Pg 11 - One FT program support person
	Number of students admitted per year	Self-Study	X		SS pg. 65 - Approved for 30 annually at PN level; additional students can be

					admitted to Level II if they have an LPN license, meet admission requirements and there is space in the Level II class (not to exceed 30 students)
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	X		Pg 1-2; 9 – Susan Inland, MSN, RN
	Qualifications	Self-Study	X		Pg 9; CV in Exhibit 1.5_1 of ACEN self-study
	Responsibilities	Self-Study	X		Pg. 9-10; Exhibit 1.6_1 NFHB pg. 16-18
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		NFHB pg 13-14
	Faculty job description	Self-Study	X		SS pg. 26 SCCC Faculty HB pg. 18-20
	Faculty selection process	Self-Study	X		NFHB
	Faculty orientation plan	Self-Study	X		NFHB; SS pg. 11 and Appendix G, pg. 192-195 New faculty mentored
	Faculty handbook	On-site Repository	X		Reviewed – very thorough
	General faculty meeting minutes for last 3 years	On-site Repository	X		Reviewed – feedback given on minutes; different format to promote easier follow up of action steps and review processes. Consistent documentation of student presence/absence
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SS pg 45-51 – faculty tables
	FT or PT(use FTE)	Self-Study	X		SS pg 45-51
	Academic Credentials	Self-Study	X		SS pg. 45-51
	Institution granting degree	Self-Study	X		SS Pg 45-51
	Area of clinical expertise	Self-Study	X		SS Pg 45-51
	Area(s) of assignment	Self-Study	X		SS pg 45-51
	Licensure	Self-Study	X		SS Pg 45-51; also consistent evidence in file review
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		SS Pg. 42-51 3 Degree plans

	List all faculty hire exceptions including course hired to teach	Self-Study	X		1 hire exception – not in table but was in faculty file
	Faculty file review	On-site	X		Review completed. Orientation checklists in all files but not always completed/signed.
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		SS pg. 52 Repository documents NFHB pg 47-50
	Preceptor job description	Self-Study	X		Nursing Faculty HB pg. 51
	Identified roles of preceptors, faculty, and students	Self-Study	X		NFHB pg. 47-48
	Preceptor orientation materials	Self-Study	X		NFHB pg. 49-50 Viewed orientation PP in repository
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Preceptor contract – template in NFHB pg. 50 Reviewed on-site
	Name of preceptor and course with Prefix & number (NURS 1011)	On-Site		X	Need to add course and number to contract
	Preceptor State of license & License number	On-site	X		Reviewed
	Methods of contact between faculty & preceptor	Self-Study	X		Reviewed NFHB pg. 49 – part of orientation PP

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		SS pg. 65-66; Appendix H pg. 96-99 Admission rubric in NFHB pg. 107 SCCC SHB pg. 12 NSHB pg. 21-22
	Degree plan for each degree being granted	Self-Study	X		SS pg. 112-114 SCCC catalog pg. 85 NFHB pg. 130; NSHB pg. 12
	Oral and written English proficiency	Self-Study	X		NSHB pg. 20 AC pg. 13
	Readmission	Self-Study	X		NSHB pg. 22 NFHB pg. 114
	Progression	Self-Study	X		SS pg. 67-68 NSHB pg. 23 NFHB pg. 97
	Counseling & guidance	Self-Study	X		SS pg. 79; academic counseling in NSHB pg. 26 and NFHB pg. 100 Non-academic counseling, pg. 51 of NSHB
	Student role versus employee role	Self-Study	X		NSHB pg. 51

	Representation on faculty governance	Self-Study	X		SS pg. 27; NSHB pg. 52-54 Appendix I, pg. 200 (2 reps elected from Level I and Level II)
	Graduation	Self-Study	X		SS pg. 68; SHB pg. 35; NSHB p. 31 NFHB pg. 97
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Academic Catalog pg. 29-30 and NSHB
	Ethical practices including recruitment, admission, and advertising	Self-Study On-site	X		Reviewed on-site
	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. Information is provided in NSHB but is also on a form that is submitted with the nursing application and signed by the student prior to admission
	Student Handbook	On-site	X		Academic Catalog & Nursing Student Handbook (NSHB)
Student support services	Description of student safety measures	Self-Study	X		SS pg. 80 Nursing student handbook, pg 25
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 24, 78 Nursing student handbook, pg 51-52
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student records	Review student files	On-site	X		Reviewed sampling – complete and well organized
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		Reviewed various samples of student work (theory and clinical) – very creative assignments – concept maps, community education project, OB presentations, journal writing for reflection, Lord's Diner paper
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		SS pg. 65-66; 112 – 24-28 credit hrs Pre-reqs: Eng Comp I (3), Gen Psych (3), A&P (5-8) and co-reqs: microbio (4-5), nutrition (3), Dev Psych (3), Eng Comp II (3)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study & On-site Repository	X		SS - Appendix K, pg. 205-226

	Credit hours for each non-nursing course	Self-Study	X		SS pg. 112-113; 21-24 credit hrs
	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 X		SS Appendix N, pg. 231-234 (shows both old and new curriculum with hours; new curriculum will start Spring 2022 for Level II students)
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		Appendix N, pg. 231-232 NR 2404 - 4 cr hrs (2T, 2C) NR 2603 - 3 cr hrs (2T, 1C) NR 2503 - 3 cr hrs (2T, 1C) NR 2414 - 4 cr hrs (3T, 1C) NR 2703 - 3 cr hrs (1T, 2C)
	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. 131-32 – no observation in current AY
	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	X		SS pg. 131-32 NR 2603 Maternity Nursing – 24 clock hours
	Testing process with test analysis and the written test procedure	Self-Study	X		SS pg. 57; NFHB pg. 58
	Number of students per class	Self-study	X		SS pg. 55 Theory is 3:30 or 1:30 (currently only 1:23) Clinical max is 1:10
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		In repository for all courses – meet requirements
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		SS pg. 115-119 NFHB pg. 132
	Art and science of nursing	Self-Study	X		SS pg. 115-119 NFHB pg. 132
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS pg. 115-119 NFHB pg. 132

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: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		Curriculum table in Nursing Faculty HB pg. 132-137
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		Curriculum table in Nursing Faculty HB pg. 132-137
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		Curriculum table in Nursing Faculty HB pg. 132-137
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		Curriculum table in Nursing Faculty HB pg. 132-137
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-study	X		ADN program outcomes are used by SCCC. Evident in NSHB and NFHB and in evaluation plan.
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		Major curriculum change approved for new leveled curriculum for both Level I and Level II – change was approved and was implemented with Level I beginning Fall 2021 and will begin for Level II in Spring 2022.
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		SS pg. 143-145 New Colvin Family Center for Allied Health building - houses all Allied Health program including nursing and has classrooms, sim lab, skills labs, faculty offices, conference rooms, computer lab, student break area, records room
	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. 143-145
	Secure space for student records	Self-Study & On-Site	X		Student records are in secured area
	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. 146

	Satellite program facilities		n/a		No satellite programs
	Other points of interest		n/a		None
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SS pg. 146-147 – most resources are online with 24/7 access to databases and support from library and IT for the resources. Nursing faculty do annual review of printed materials to ensure only updated materials are on shelves (less than 5 years old)
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	X		Repository – reviewed 7 current contracts – all are current, signed, dated and contain necessary information
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		NFHB pg. 150-151 – list of all agencies with contracts in last 3 years
	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		Clinical agencies and nursing faculty work together to ensure only one program on units each day.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site		X	NSHB pg. 27 and clinical affiliation contracts except one *Via Christi (Wichita) needs language about retaining responsibility for pt care and staffing for such
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Repository	X		Virtual tour Southwest Medical 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	2016: 73.33% 2017: 73.33% 2018: 73.33% 2019: 74.07% 2020: 52.63% (2021 to date: 87%)

Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed – no significant findings
	Budget procedures	On-site	X		Discussed on-site SS pg. 34-36
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		
	General education and required support course faculty	On-Site	X		
	Support services	On-Site	X		
	Students	On-Site	X		Met with 22/23 Level II students
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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		See interview list
	Staff RN's	On-Site	X		Did not go onsite to SWMC due to COVID restrictions. Did meet with several nurse managers who work with students.
	Preceptors	On-Site	n/a		Not available
	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		SS Appendix O – pg. 235-279 – this addressed all End of Program Student Learning Outcomes Revised SPE in repository also includes all other areas of program for evaluation
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Appendix O Faculty minutes Advisory Committee minutes

Interviews on-site:**Administration:**

- Dennis Sander, BA, MBA - Interim College President and VP, Finance / Operations
- Luke Dowell, MAT, VP Academic Affairs
- Celeste Donovan, B.S., M.S., VP of Student Services
- Louie Lemert, MIT, Chief Information Officer
- Dr. Suzanne Campbell, Dean of Allied Health Division & MLT Director
- Susan England, MSN, RN, Director of Nursing

Support Personnel:

- Amy Bridenstine, (BS Accounting) - Director of Financial Aid
- Annette P. Hackbarth-Onson (MS Education, Guidance and Counseling) – Dean of Student Success and Enrollment
- Eric Volden, (BS Sociology) – Director of Admissions
- Joel Figgs, MS, Director of Student Support
- Alaina Rice, Registrar
- Casandra A. Norin, Director of Library Services

Nursing Faculty:

- Judy Lathen, MSN, RN - Level II Coordinator
- Chynessa Myers, MSN, RN (FT) – Simulation faculty
- Amanda Coffey, BSN, RN (FT) – Level I Coordinator
- Brandy Tharp, RN (FT)
- Katie Coleman, BSN, RN (PT)
- Shayla McElvania, BSN, RN (PT)

Southwest Medical Center Nursing Administration:

- Sandy Cain, RN; Chief Nursing Officer
- Rachel Reyes, BSN, RN; ICU Nurse Manager
- Tammie Thompson BSN, RN; OB Nurse Manager
- Jesse Ruiz BSN, RN; Nurse Manager, Surgery floor
- Britany Alexander, BSN, RN; OR Nurse Manager
- Elizabeth Irby BSN, RN; Education Coordinator

Classroom Observation: Maternity Nursing – Amanda Coffey, faculty

Clinical Observation: Mental Health Nursing - simulation

Strengths identified:

1. Strong community support for the program (clinical sites and employment of program graduates)
2. Strong reputation of the program with students, community and clinical agencies
3. Dedicated faculty committed to student goals and success; show tremendous teamwork, student support, creativity, communication, engagement and commitment
4. New Allied Health/Nursing building on main campus
5. Updated simulation facilities with a new full-time simulation faculty for the program
6. Simulation is incorporated throughout the curriculum
7. Administrative support for the nursing program
8. Nursing Director leadership and vision for the program
9. New, updated and leveled curriculum for both levels of nursing program

Opportunities:

1. Format of faculty minutes does not clearly reflect responsibility for follow-up on items
2. Student attendance at faculty meetings and documentation of attendance by students – opportunity to clarify expectations for student reps and attendance / involvement with faculty meetings
3. Explore opportunities beyond ATI for assessing Student Learning Outcomes
4. Preceptor documents – ensure language on all preceptor documents uses language of “feedback” and not “evaluate” when completing student documentation
5. Make sure all clinical contracts contain language required by KSBN
6. Continue to monitor NCLEX pass rates and update improvement plan as needed to raise first-time pass rates above regulatory standard.

Recommendations:

1. Review and revise preceptor documents to ensure faculty is evaluating the student and preceptor is providing feedback/input to the evaluation. Submit revised documents to KSBN Education Compliance Officer by 3/31/22.
2. Review VC contract and add appropriate language regarding pt. care responsibility and staffing. Send copy of update contract to KSBN Education Compliance Officer by 3/31/22.
3. Continue to monitor NCLEX pass rates and update improvement plan as needed to raise 1st time test taker pass rates consistently above regulatory standard. Continue with 6-month update reports on the pass rate improvement plan to KSBN with next report due 6/30/2022. Annual pass rates will be reviewed by KSBN in March 2022.
4. Recommend re-approval of ADN program for time period of national accreditation (8 years).



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

10000 W. 75th Street, King's Cove Office Park, Building A, Suite 241, Merriam Kansas 66204
Tel: 913-708-8323 * www.midamericanursing.com * Email: susanomare@midamericanursing.com

October 11, 2021

Kansas State Board of Nursing
900 SW Jackson St #1051
Topeka, KS 66612

Attention : Janelle B. Martin, MHSA, RN

Dear Ms. Martin:

School Certificate of Approval No. 300504: Application for Practical Nurse (PN) Program

I am pleased to enclose Mid-America Nursing & Allied-Health Institute's (MANAHI) application to the Kansas State Board of Nursing to add the Practice Nurse (PN) program to its course offerings. A check for \$1,000.00 for the application fee and 10 additional copies of the application are enclosed for distribution to the Board Members.

Please review the application and let me know the next step in the process. I am eager to hear your comments and answer any question you may have. You can reach me at 913-708-8323 or 913-337-8335 (cell phone).

On behalf of MANAHI, I look forward to the possibility of serving the Kansas State Board of Nursing, and the Kansas communities at large.

Sincerely,



10/11/2021

Susan N. Omare, MBA/HCM, M.Sc-HCQ, RN-BSN, B.Sc-IT
President & Founder/CEO



MID-AMERICA NURSING
& ALLIED-HEALTH INSTITUTE

Initial Approval Application

For

Practical Nursing Program

10000 W. 75th Street, Suite 241

Merriam, KS 66204

Telephone: 913-708-8323

www.midamericanursing.com

Submitted by

Susan N. Omare, MBA/HCM, M.Sc.-HCQ, BSN, RN, B.Sc.-IT

October 11, 2021



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

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Where nursing began -----

Nursing is an art; and if it is to be made an art, it requires as exclusive a devotion, as hard a preparation, as any painter's or sculptor's work; for what is the having to do with dead canvas or cold marble, compared with having to do with the living body ~ the temple of God's Spirit? It is one of the Fine Arts; I had almost said, the finest of the Fine Arts. - Florence Nightingale

Let us never consider ourselves finished nurse..... we must be learning all of our lives.
-----Florence Nightingale



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

NATIONAL CRISIS OVER NURSE STAFFING SHORTAGE

NURSES GROUP CALLS FOR US TO DECLARE NATIONAL CRISIS OVER NURSE STAFFING SHORTAGE

September 02, 2021

The American Nurses Association called on the US Department of Health and Human Services to declare the nurse staffing shortage a national crisis. In a letter to HHS Secretary Xavier Becerra, the organization called for the administration to acknowledge and take action to address the shortage. "The nation's healthcare delivery systems are overwhelmed, and nurses are tired and frustrated as these persistent pandemic rages on with no end in sight. Nurses alone cannot solve this longstanding issue and it is not our burden to carry," ANA President Ernest Grant said. "If we truly value the immeasurable contributions of the nursing workforce, then it is imperative that HHS utilize all available authorities to address this issue."

Its letter calls for HHS to:

Convene stakeholders to identify short- and long-term solutions to staffing challenges to face the demand of the Covid-19 pandemic response, ensuring the nation's healthcare delivery system is best equipped to provide quality care for patients, and prepared for the future challenges.

Work with the Center for Medicare and Medicaid Services on methodologies and approaches to promote payment equity for nursing services and remove unnecessary regulatory barriers to allow advanced practice registered nurses to practice.

Educate the nation on the importance of the Covid-19 vaccine and provide resources for widespread administration of the Covid-19 vaccine and any subsequent boosters.

Sustain a nursing workforce that meets current and future staffing demands to ensure access to care for patients and prioritize the mental health of nurses and other health professionals.

Provide additional resources, including recruitment and retention incentives, that will attract students to the nursing profession and retain skilled nurses to fill the demands of patient care.

The American Nurses Association represents the interests of the 4.2 million nurses in the US.

source: ANA Urges US Department of Health and Human Services to declare nurse staffing shortage a national crisis. ANA. September 1, 2021. Accessed September 2, 2021.

<https://www.nursingworld.org/news/news-releases/2021/ana-urges-us-department-of-health-and-human-services-to-declare-nurse-staffing-shortage-a-national-crisis/>



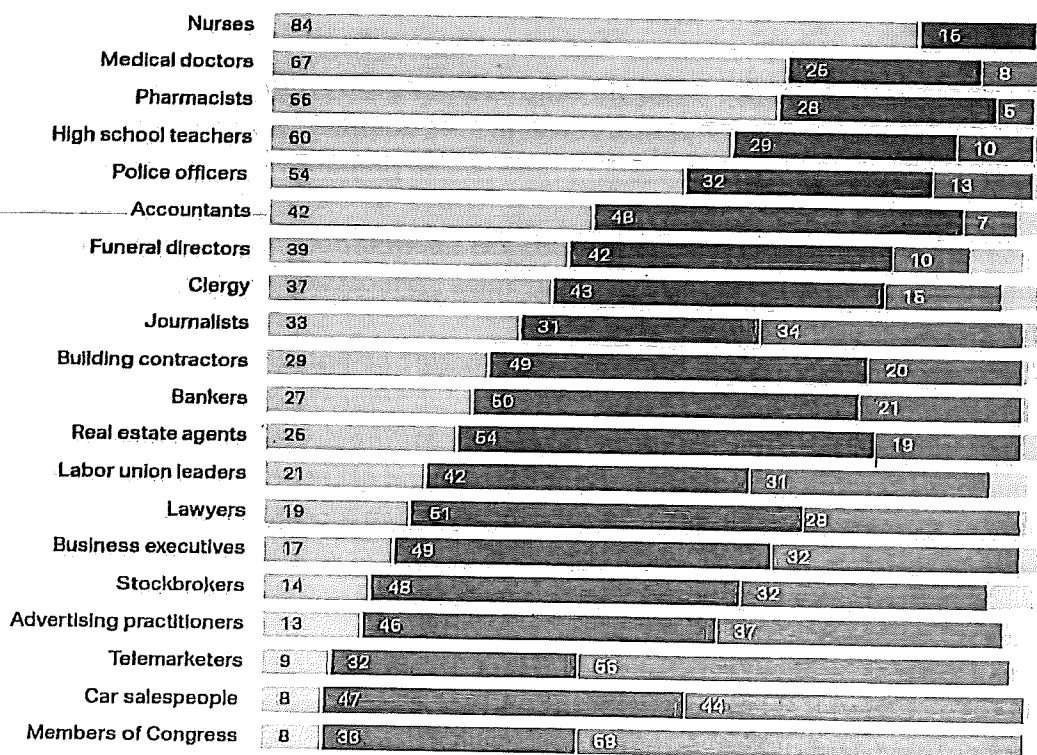
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While some nurses are exiting the profession due to burnout and fear of the COVID-19 pandemic, a great number of individuals are very much interested in the nursing career starting out as LPNs or RNs before taking the big step to Baccalaureate level. MANAHI can provide the needed training to help fill the gap and to enrich the communities with quality nurses poised to face the real world of nursing.

Nurses are the largest health care workforce in the US and considered respectable professionals with high ethical standards. This is one of a few reasons why individuals are interested in nursing career: The chart below speaks for itself as to why the nursing profession is a respected field of choice by many individuals across the globe as shown in the chart below:

Please tell me how you would rate the honesty and ethical standards of people in these different fields -- very high, high, average, low or very low?

■ % Very high/High ■ % Average ■ % Low/Very low ■ % No opinion



GALLUP, DEC. 3-12, 2018

Nurses Again Outpace Other Professions for Honesty, Ethics (gallup.com)



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

INTRODUCTION

Mid-America Nursing & Allied-Health Institute (MANAHI) seeks to offer a Practical Nursing Program in Merriam, Kansas, a suburb of Kansas City. MANAHI currently offers Phlebotomy, Medical Assistant, EKG Technician, Dental Assistant, Medication Aide, and Nurse Aide programs, and plans to build upon this success to increase the number of qualified novice Practical Nurses in their communities of interest. The proposed PN program features a 43 credit, 885 clock-hour course of study offered in four ten-week modules. Students will have the opportunity to participate in day, evening, or weekend tracks. MANAHI administration believes that ten-week modules provide flexibility for students whose work or family responsibilities may not allow enrollment in a traditional program. Despite the shorter time frame of each 10-week module compared to a more traditional 15-week term, MANAHI courses meet the clock-hour requirements of the Kansas Board of Regents. (See formula and clock hours for 10-week modules in Table A below.)

Mid-America Nursing & Allied-Health Institute (MANAHI), established in 2016, offers successful dental assisting, electrocardiographic technology, medical assisting, medication aide, nurse aide, and phlebotomy programs. The success of MANAHI has been recognized in their community by the Best of Merriam Award Program in both 2019 and 2020. This award honors the achievements and positive contributions of business and organizations in and around the community. This success provides processes which can also support the practical nurse program. Additional information is available on the school's website:
<https://www.midamericanursing.com/>.

The mission of the MANAHI PN program is to graduate individuals who are technically skilled and academically prepared to meet the challenges of a global economy with competent, ethical, entry-level practice in the care of diverse populations with common or stable health care needs in structured health care settings.

Nursing is both a science and an art and requires critical thinking and certain ineffable qualities such as compassion, empathy, and high moral and ethical standards. We believe that practical nursing is an integral part of the health care system providing, through the application of the nursing process, basic therapeutic, restorative, and preventative nursing care for individuals in structured healthcare settings who have common, well-defined problems. The nursing process utilizes problem-solving techniques performed by the nurse directed toward the goal of facilitating optimum wellness of a person.



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We believe that everyone is unique, with physical, emotional, intellectual, social, and spiritual needs. We respect the inherent dignity and value of each human being. Each person has a right and an innate ability to care for him/herself, but the potential for self-care can vary with the individual. Self-care ability can also vary over time, and nurses must be aware of these facts of life.

Nursing augments the individual's ability for self-care by providing needed care and education/support, by assisting with care that the individual cannot manage independently, or by assisting the individual to a dignified and peaceful death. Nursing can also provide service by teaching a capable person from the individual's family to provide care. We believe that health should be viewed holistically and recognized as the total well-being of the whole person. Health exists on a continuum, and it is fluid and dynamic. What one individual views as optimum health for oneself may not be viewed as optimum by another.

We recognize that individuals are influenced by and exert influence on their environment, which consists of both internal and external factors. Environment can affect the health and well-being of individuals, families and communities, and society in either a positive or a negative way. We view society as an evolving, dynamic, multicultural, diversified body. Individuals interact with society and are influenced by cultural patterns, living conditions, family systems, and economics.

Regarding education, we recognize that nursing students are adult learners capable of taking responsibility for their own education and that faculty members facilitate and guide that learning, cognizant of the variety of learning styles and needs that will exist in any mix of students. Because nurses must be lifelong learners in an ever-changing healthcare environment, we will strive to instill in our students a passion for continued professional growth and development. Our Practical Nursing Program shall prepare competent graduates for entry-level practice who will:

- apply the nursing process, based on scientific theory, to the care of culturally diverse clients throughout the life span and who have common, well-defined health problems.
- Manage the nursing care of individuals with common well-defined health needs in a variety of structured settings in accordance with legal and ethical professional standards.
- Utilize therapeutic communication skills to collaborate with all members of the health care team, the individual, family, and community to promote wellness and prevent disease.
- Implement goal-oriented educational plans to promote the health of the individual client or groups of clients.
- Demonstrate professional attributes in the provision of competent, safe, effective practical nursing care in an ever-changing health care environment.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

ADMINISTRATION AND ORGANIZATION [60-2-101]

Name of Controlling Institution [60-2-101 (b)(3)]

The name of the controlling institution is Mid-America Nursing & Allied Health Institute, Inc.

Name and Title of the Administrator of the Controlling Institution

Mrs. Susan Omare, MBA/HCM, MSc-HCQ, BSN, RN, B.Sc.-IT – President & Founder/CEO. Mid-America Nursing & Allied-Health Institute is owned by its founder, Mrs. Omare - an accomplished professional, who during her distinguished career in the information technology industry, managed multiple large-scale projects simultaneously while successfully meeting critical deadlines and delivering enterprise software applications for Verizon Business. She started her healthcare career as a Nurse Aide while also completing her nursing degree. Mrs. Omare is currently working on Doctor of Nursing Practice (DNP) at George Washington University School of Nursing, and holds the following degrees and certificates:

- **MSc. /HCQ** - Dual Master's Degree in Health Sciences and Health Care Quality from George Washington University.
- **MBA/HCM** - Dual Master's Degrees in Business Administration and Health Care Management from the University of Phoenix.
- **BSN** - Accelerated Bachelor's Degree in Nursing (BSN-RN) from Mid America Nazarene University.
- **RN** – Registered Nurse conferred by Kansas State Board of Nursing.
- **BSc. -IT** - Bachelor's Degree in Information Technology from the University of Phoenix
- Health IT Implementation Management certification with a focus on Meaningful Use, Workflow Design, and EHR Implementation from Richland College in Dallas.
- HIT-Pro Certified Implementation Manager
- Project Management Certificate - George Washington University School of Business
- Nursing Facility Administrator Training - Midland College.
- Clinical Problem-Solving Certificate from the University of California, San Francisco
- Leading Strategic Innovation in Organizations Certificate from Vanderbilt University
- NIH Stroke Scale Certification.
- Basic Life Support (BLS) Faculty – American Heart Association (AHA) – Trains BLS Instructors and Healthcare Providers.



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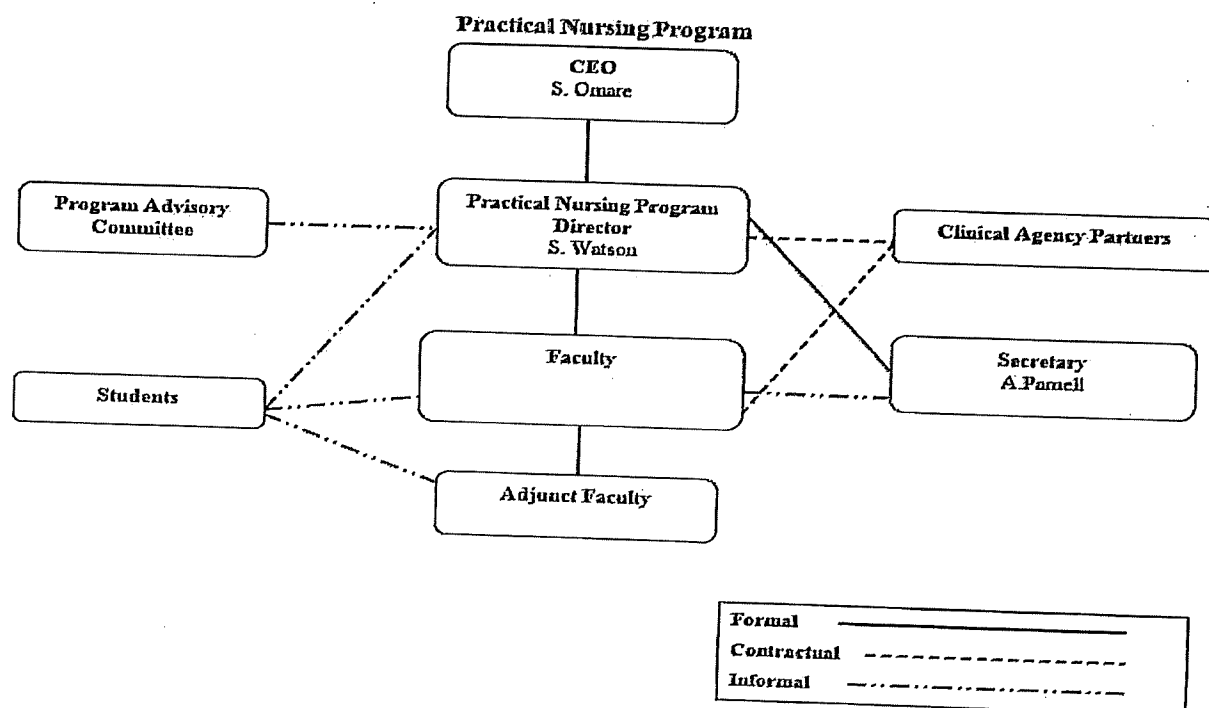
Mrs. Omare has led MANAHI since its inception, providing strategic leadership and charting the course for quality education in all aspects.

Mrs. Omare is member of the Kansas AARP Capital City Task Force volunteering to promote quality healthcare access to seniors, Regional Committee Member of American Heart Association (AHA) helping to promote heart health awareness. She is also a member of the KDADS Health Occupations Credentialing Committee reviewing the Nurse Aide Curriculum.

Description of Legal Body Responsible for General Policy and Financial Support [60-2-101 (a)(1)] and [60-2-101 (b)(4)]

Mid-America Nursing & Allied-Health Institute, Inc. (MANAHI) is a privately held company founded by Susan N. Omare, President/CEO, Chief Executive Officer. MANAHI has program-specific Community Advisory Boards for each of its programs. Upon initial approval of the Practical Nursing Program by the Kansas Board of Nursing, a Program Advisory Committee (PAC) will be established for the Practical Nursing program. This PAC will include employers, nurses in practice, students, and other leaders in the community. Eight to ten members are expected to compose the PN PAC on a two-year rotating basis.

The PAC members shall comprise individuals from the following group:





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Name and Title of Administrator of the Nursing Program [60-2-101 (a)(2)] and [60-2-101 (b)(2)] and [60-2-101 (b)(4)] and [60-2-103 (b)(2)(A)]

Mrs. Susan Watson, MSN, RN has been appointed the Director of Nursing of the MANAHI Practical Nurse Program. Mrs. Watson currently holds a Kansas license and is a faculty of MANAHI Nurse Aide and Medication Aide programs. Mrs. Watson graduated from the University of Missouri, Columbia, Missouri where she received a Master of Science in Nursing, Clinical Nurse Specialist (CNS) track. She continues to belong to MU Honor Society of Nursing, Sigma Theta Tau International, Alpha Iota. She also holds a certificate as a Master's Nurse Educator from Missouri State University, Springfield, Missouri. She also continues to belong to their honor Society of Nursing, Sigma Theta Tau International, Theta Lambda. Over the years she has been very involved in advancing the career of individuals in the health care field. From 2012 – 2020 she was the director at the Charles McCann Vocational Technical School Postsecondary Practical Nurse Program, North Adams, MA. From 2002-2012 she taught at Southwest Baptist University/St. John's College of Nursing (Now called Southwest Baptist University: Mercy College of Nursing and Health Sciences). She was an Associate Professor in the Associate Degree Nursing Program. During that time, she received the Nurse Educator of the Year of Southwest Missouri award in 2009.

Mrs. Watson shall be the Director of the MANAHI practical nursing program.

Administrator Job Description

Title:

Director of Practical Nursing

Reports to:

School Administrator

Requirements:

- Master of Science in Nursing (MSN)
- Active, unencumbered licensure in the State of Kansas as a Registered Nurse
- Successful experience in administration or teaching



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Desired Knowledge, Skills, and Abilities:

- Demonstrated ability to achieve high student success rates
- Ability to develop an environment that supports:
 - faculty and student satisfaction
 - continuous quality improvement
 - fair and equitable decision-making
- History of excellent classroom teaching and evaluation of faculty and students
- Ability to serve as positive role model for the program and its students
- Demonstrated ability to be flexible in evolving situations
- Excellent written and oral communication and analytical skills
- Successful completion of criminal background check and drug screening, required immunizations, and current HIPAA certifications

Responsibilities:

- Provides leadership in the development, implementation, and evaluation of the nursing program.
- Submits annual reports and coordinates development of self-study required for continued approval by the Kansas Board of Nursing (BON).
- Implements and keeps current a curriculum that meets the Kansas BON requirements and maximizes student success.
- Promotes professional growth of the nursing faculty, encourages student learning and retention, and nurtures an environment focused on providing the highest quality of care to patients.
- Fosters collaborations with healthcare partners in Merriam and surrounding areas and makes periodic visits to clinical facilities.
- In conjunction with the College Administrator, develops and maintains nursing department budget.
- Maintains and revises the program Systematic Plan for Evaluation, leading efforts for continuous quality improvement of the program.
- Maintains and updates student and faculty handbooks, assuring accurate and up-to-date content of program policies and procedures; Ensures consistency between student handbook, course syllabi, and Kansas BON regulations.
- Submits annual reports and coordinates development of self-study required for continued BON Approval.



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- Hires nursing faculty and manages and evaluates faculty and staff performance.
- Coordinates all departmental faculty committees and nursing advisory committees and chairs LPN faculty meetings.
- Ensures ongoing program evaluation; takes appropriate action to resolve problems or nonconformance items.
- Teaches at least one selected course per module.

All Sources of Financial Support and Proposed Budget [60-1-102 (a)(8)] and [60-2-101 (b)(5)]

MANAHI has been in operation since July 2016 and successfully operates each approved program with stellar results. The early years of MANAHI's operation was self-funded by its Founder, and we have active sources of revenue to cover operating cost including salaries, rent (10-year term), and other program expenses.

We have existing infrastructure, administrative staff, and other Faculty team. Major new expense such as LPN specific equipment and dedicated simulation lab will be 100% funded by CoreFirst Bank & Trust – MANAHI's bankers since 2016. CoreFirst Bank & Trust will also provide line of credit to be used as needed to cover operating expenses until program starts generating revenue.

We estimate the addition of the PN program will be as follows:

- Cost of LPN specific equipment for functional simulation lab – \$30,000.00
- Cost of overhead and Faculty expenses – \$314,000.00
- Projected revenue from LPN program 1st year for the three classes before expenses \$990,000.00
- Net revenue = \$676,000.00



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

NURSING PROGRAM

Course of Study [60-1-102 (a)(8)] and [60-2-101 (b)(1)]

The Common Courses of the Kansas Board of Regents are used as a framework for the MANAHI Practical Nursing Program. The course of study is built upon four 10-week modules. The following formula demonstrates the number of contact hours required to meet credit assigned to the PN courses.

15 weeks courses

Class: 1 Credit=1 hour/wk. X 15 wks.

Clinical: 1 credit=3 hours/wk. X 15 wks.

10 weeks courses

1 Credit=1.5 hours/wk. X 10 wks.

1 Credit=4.5 hours X 10 wks.

Table A depicts the clock hours for courses of various credit hours in a 10-week format.

Table A: Clock Hours per Credit Hour in 10-week Terms

Credit Hours	Class	Clinical	Total hours /term-Class	Total hours/term-Clinical
1	1.5 hour/week	4.5 Hours/week	15 hours	45 hours
2	3 hours/week	9 hours/week	30 hours	90 hours
3	4.5 hours/week	13.5 hours/week	45 hours	135 hours
4	6 hours/week	18 hours/week	60 hours	180 hours
5	7.5 hours /week	22.5 hours/week	70.5 hours	225 hours

The program outlined below illustrates the MANAHI course of study for the Practical Nursing Program based upon 1) the Kansas Board of Regents Practical Nursing Program Alignment and 2) the Kansas Board of Nursing (BON) curricular regulations for practical nurse education. The program totals 43 credits and 885 clock hours, including prerequisites. The MANAHI curriculum includes three additional courses not required by the Kansas Board of Regents: *Essential Soft Skills for Nurses*, *Medical Terminology*, and *IV Therapy for Practical Nurses*.

The MANAHI administration strongly believes that "soft skills," such as communication, emotional intelligence, personal awareness, teamwork, self-development, and professionalism, are critical to effective patient care and satisfactory employment. This content will be introduced in *Essential Soft Skills for Nurses* in the first module and reinforced in *Leadership, Roles, and Issues* in the third module.



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Medical Terminology, often offered by other practical nursing and allied health programs, will facilitate students' understanding of the "language" used ubiquitously in health care and will also be offered in the first module. Finally, *IV Therapy for Practical Nurses* will prepare students to submit the Kansas LPN IV Therapy Application upon graduation. This two-credit course follows the Kansas BON regulations regarding IV care and prepares students to achieve clinical competency as described in the BON Clinical Competency Checklist. This course exceeds the 30-hour requirement for the course by 15 hours to ensure that inexperienced students are competent in IV therapy.

The curriculum plan includes a clinical course for each module. Foundations of Nursing Clinical (9 hours/week) provides an opportunity to practice skills associated with the practical nurse scope of practice in a laboratory environment and later in a long-term care (LTC) facility. In the LTC facility, students also practice application of the nursing process to client-related situations. In Module 2, Adult Health I require students to spend 9 hours/week in either an LTC or a long-term acute care (LTAC) facility. The emphasis is on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes, particularly by providing care of clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation; and metabolism, and principles of pre- and post-operative care are also included. This course provides students an opportunity to apply the theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings.

Maternal-Child Clinical, offered in Module 3, provides students with a variety of antepartum, post-partum, and well-child experiences, in settings such as schools, day and evening childcare, and other child-related activities. Students will spend 4.5 hours/week in clinical experience and may have the opportunity to observe or participate in labor and delivery experiences. Simulation may also be used to ensure that students have an adequate understanding of the labor and delivery process. Due to the nature of these experiences, a variety of clinical sites that can accommodate only a few students at a time may be required. As a result, the 45 clinical hours of this course will be supervised by preceptors under the direction of designated MANAHI adjunct faculty.

Adult Health II in Module 4 provides students with the opportunity to care for clients with alterations in cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness are also addressed. During the last 18 hours of this clinical experience, each student will work with a preceptor as a transition to practice.



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As noted in the Admission Criteria, students must complete Human Anatomy and Physiology (4 credits) and Human Growth and Development (3 credits) before admission to the course of study.

Table B provides the course of study for the MANAHI Practical Nursing Program.

Table B: MANAHI Course of Study

Module I			
Course	Credits	Class hours/Module	Clinical Hours/Module
KSPN Foundations of Nursing	4	60	N/A
KSPN Foundations of Nursing Clinical	2	N/A	90
Medical Terminology	2	30	N/A
KSPN Fundamentals of Pharmacology and Safe Medication Administration	2	22.5	22.5
Essential Soft Skills for Nurses	1	15	N/A
Total	11 credits	127.5	112.5
Total Clock Hours = 240			

Module II			
Course	Credits	Class hours/Module	Clinical Hours/Module
KSPN Nursing Care of Adults I	4	60	N/A
KSPN Nursing Care of Adults I Clinical	2	N/A	90
KSPN Mental Health Nursing	2	30	N/A
Total	8 Credits	90	90
Total Clock Hours = 180			



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Module III			
Class	Credits	Class hours/Module	Clinical Hours/Module
KSPN Maternal Child Nursing	2	30	N/A
KSPN Maternal Child Nursing Clinical	1	N/A	45
KSPN Care of Aging Adults	2	30	N/A
KSPN Leadership, Roles, and Issues	2	30	N/A
Total	7 Credits	90	45
Total Clock Hours = 135			

Module IV			
Class	Credits	Class hours/Module	Clinical Hours/Module
KSPN Nursing Care of Adults II	4	60	
KSPN Nursing Care of Adults II Clinical	2		90
Preparation for Practice (NCLEX preparation & Professional Behaviors)	2	30	
IV Therapy for PNs (IV)	2	30	15
Total	10 Credits	120	105
Total Clock Hours = 225			

Total number of Credit hours proposed: 43 including pre-requisites

Total number of Clock hours: 885 including pre-requisites



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Credential to be Conferred [Checklist]

MANAHI plans the course of study to prepare Practical Nurse (PN) students with a diploma. Upon successful completion of the NCLEX-PN licensing exam, graduates will hold the credential of an LPN.

Proposed Date of Initial Admission of Students to the Program [60-2-101 (b)(8)]

The proposed date of initial admission, pending initial approval, is August 2022.

Number of Admissions Per Year [60-2-101 (b)(9)]

MANAHI plans to offer Day, Evening, and Weekend tracks for each cohort. Each track will admit 20 students for a total of 60 students during Year 1 (Cohort 1). These students will progress through **four ten-week terms** and be prepared to sit for the NCLEX-PN licensing examination. Further expansion depends on a successful first-time pass rate of 80% or higher.

Following the graduation of the first-year cohort, twenty students will be admitted to each of the Day, Evening, and Weekend tracks (Cohort 2) at the beginning of Year 2 (60 students total). When Cohort 2 completes Module 2, an additional cohort (Cohort 3) of students (20 students in each of the Day, Evening, and Weekend program—total = 60) will be admitted. If the first-time pass rate remains at 80% or higher during Year 2, in Year 3 a cohort of day, evening, and weekend tracks will be admitted every quarter (Cohorts 4,5,6, and 7). Table C illustrates this process.

Table C: Admissions Plan for MANAHI PN Program

	Term	Cohort 1 (60)	Cohort 2 (60)	Cohort 3 (60)	Cohort 4 (60)	Cohort 5 (60)	Cohort 6 (60)	Cohort 7 (60)
Year 1	Term 1	Module 1						
	Term 2	Module 2						
	Term 3	Module 3						
	Term 4	Module 4						
Year 2	Term 1		Module 1					
	Term 2		Module 2					



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	Term 3		Module 3	Module 1				
	Term 4		Module 4	Module 2				
Year 3	Term 1			Module 3	Module 1			
	Term 2			Module 4	Module 2	Module 1		
	Term 3				Module 3	Module 2	Module 1	
	Term 4				Module 4	Module 3	Module 2	Module 1

To summarize, with this plan, the number of students admitted per year is shown in Table D.

Table D: Total Admissions Per Year for Years 1-3

Year	Students Admitted
1	60
2	120
3	240

Admission Requirements [60-2-101 (b)(10)] and [60-2-107 (1) (A)]

Students must meet the following requirements to be admitted to the MANAHI Practical Nursing program:

- Provide proof of U.S. citizenship or permanent residence of the United States, in the form of official, un-expired government-issued documentation (driver's license, passport, state ID), or proof of citizenship or permanent residency if not a U.S. citizen.
- Be at least 18 years of age or older at the time s/he starts the program.
- Be a high school graduate or possess the recognized equivalent of a high school diploma.
 - The applicant must provide documentation of graduation from a US high school in the form of a valid high school diploma, transcript, or other acceptable documentation issued by an authorized state education agency (e.g., GED).
 - International transcripts/documents must be evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators, Inc. (AICE).



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- Hold an active Kansas Certified Nurse Assistant certification.
 - Students may be enrolled in a CNA program during the admission process, but the certificate must be completed by the beginning of the Practical Nurse Program.
 - If applicants hold CNA certification from another state, they may speak to the MANAHI Admission Office for direction to become certified in Kansas.
- Students must complete a 4-credit Human Anatomy and Physiology course and a 3-credit Human Growth and Development course with a grade of C or higher within the past five years.
- Take the HESI Admission Assessment (A2) Exam and achieve the following scores:
 - 75% or above on the Math section
 - 75% or above on the Vocabulary & General Knowledge section
 - 75% or above on the Reading Comprehension section
 - Student scores of 75-80% may be required to participate in selected support services to improve student success in the program. Scores on the Biology, A & P, Chemistry, and the Comprehensive Post Test will also be used to assist students in areas of weaknesses as they begin the nursing program.
- Complete an interview with an admissions representative.
- Complete a criminal background check via electronic fingerprint check required by the Kansas Board of Nursing regulations (<https://ksbn.kansas.gov/fingerprints-and-background/#:~:text=All%20applicants%20must%20submit%20a,be%20a%20law%20enforcement%20agency>) and pay the applicable fees.
- Complete a personal medical history form and physical examination, documentation of immunity (Tetanus, Diphtheria, Pertussis (Tdap); MMR, Hepatitis B; Varicella, Pneumococcal, Influenza, and two step tuberculosis Test). Other vaccines may be required depending upon public health needs.
- Obtain student malpractice insurance providing coverage throughout their course of study. Students must submit documentation of this coverage to the office of student counseling.
- Complete and sign the enrollment agreement and pay any applicable application and enrollment agreement fees.
- Applicants who have been adjudicated by a probate court of being mentally ill or mentally incompetent, shall not be admitted unless restored to competency by the court.
- Students are required to take the CPR—American Heart Association Health Care Provider Certificate by the time they go to their first clinical experience. Students are strongly recommended to complete this certification prior to beginning the program.



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- Students for whom English is a second language must take the TOEFL examination to evaluate their ability in listening, reading, speaking, and writing skills in English must achieve at least a score of 73, the average score of the high school graduate. This is consistent with the regulations of the Kansas Board of Nursing [60-3-106].

Admission by Transfer

Students may be admitted to MANAHI via transfer from other schools according to the policies below:

- Students who have completed a portion of a practical nurse program from a program approved by the state Board of Nursing will submit to the Director of Nursing syllabi of nursing courses they wish to transfer to MANAHI.
- The Director of Nursing and at least one faculty member will review the course objectives and content to determine transferability to MANAHI practical nurse courses.
- Requesting students will receive an official letter indicating the courses/credits to be transferred and next steps for making application.
- Students transferring to MANAHI must meet the same admission criteria as students who went through the traditional admission process.
- No course will be transferred if the grade is below a C.
- Transferring students are required to complete a background check, personal medical history form and physical examination, and documentation of required immunity.
- Transfer into the MANAHI Practical Nurse program is not automatic; permission to transfer by qualified students depends upon availability of spaces in the appropriate cohort.

Organizing Curricular Framework and Philosophy [60-1-102 (a)(8)]

The Mid-American Nursing & Allied Health Institute (MANAHI) Practical Nurse Program faculty believe that Practical Nursing (PN) is grounded in the basic biological, physical, and technical sciences, as well as psychological, sociological, and spiritual factors. Licensed Practical Nurses (LPNs) care for diverse individuals and families consistent with the Kansas Board of Nursing LPN scope of practice in a variety of structured inpatient and community-based settings, providing safe, culturally sensitive, individualized patient/relationship centered care and by participating as a member of the health care team.

The MANAHI Practical Nursing Curriculum is based upon the following concepts:



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Nursing Care

Nursing care, from the perspective of a Licensed Practical Nurse, is the provision of care of individuals of all ages, and families, sick or well, and primarily in settings where care is structured. Practical nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying. Advocacy, promotion of a safe environment, and patient education are also key nursing roles. (Adapted from ICN, 2002, <https://www.icn.ch/nursing-policy/icn-strategic-priorities>).

Person

Person represents the recipient of nursing care, who possesses worth, dignity, and rights. These persons are free agents whose behaviors reflect their own values and ethical decisions. Individuals have the right to make their own choices and are responsible for these choices. As a result, the care provided should be patient-, family-, community- or population- centered.

Health and Wellness

The World Health Organization defines health as a "state of complete physical, psychological and social well-being and not merely the absence of disease or infirmity." Thus, health and wellness are not the absence of disease, but are concepts that influence one's quality of life. **Health and wellness** comprise a dynamic state that everyone experiences throughout their lifetime. This state changes depending on other factors such as physical, emotional, spiritual, social, and cognitive (thinking) conditions, that enter in one's life. Practical nurses play a role in assisting clients to address these factors as positively as possible through the prevention and treatment of illness and maintenance of health and wellness to promote the quality of their lives.

Environment

Environment is both internal and external to the individual or family. The environment is composed of varied elements (e.g., physical, economic, political, cultural, social, and technological) and is integral to quality of life. Nurses respond to healthcare's dynamic internal and external forces that affect their patients.



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This requires practical nurses to be culturally sensitive and aware of their own implicit biases and the concerns of the patient, family or significant other, as well as those of the community being served.

Nursing Process

The **nursing process** is a decision-making tool that nurses use to plan, deliver, and evaluate the nursing care they provide. The identified steps in the Nursing Process include Assessment, Nursing Diagnosis, Planning, Implementation, and Evaluation, all of which require clinical judgment to provide safe and effective care. The scope of practice of the Licensed Practical Nurse requires supervision of a Registered Nurse or other licensed professional during the implementation of the nursing process. For example, the LPN may collect data for the Assessment phase and work with the RN to translate this data into an assessment and then into a Nursing Diagnosis. The LPN also works with the RN and other members of the healthcare team to plan, deliver, and evaluate care.

Teaching-Learning Process

The **teaching-learning process** is a collaborative relationship between the faculty and the students, which allows both students and faculty to acquire, apply and analyze knowledge necessary to provide nursing care to clients. The faculty of MANAHI are committed to support students throughout their PN education in classroom, laboratory, and clinical experiences, as well as when a student demonstrates an individual need that interferes with the student's ability to learn.

The MANAHI practical nurse curriculum provides a template for students to learn the knowledge and skills required to develop clinical judgment, cultural sensitivity, and professional nursing values to be successful in an increasingly complex health care system. Students have a responsibility to be actively involved in their educational process by identifying their learning needs and goals, considering new ideas, accessing all available resources, and routinely reflecting on their progress. This commitment to learning should continue throughout the students' professional career.



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Professional Behaviors

The MANAHI nursing faculty recognizes the importance of preparing graduates to demonstrate professional behaviors regardless of the environment in which they work. For example, the curriculum will provide learning opportunities that focus on preparing students to be honest and courteous and to respect the dignity of all (patients and colleagues) with whom they work. Students will also learn to maintain a pleasant disposition and their composure regardless of the personal or work circumstances in which they find themselves.

Program Outcomes [60-1-102 (a)(8)]

(Source: https://www.kansasregents.org/workforce_development/program-alignment/practical_nursing)

Program Outcomes for the MANAHI Practical Nursing Program are drawn from the Kansas Board of Regents Workforce Development Programs Alignment for Practical Nurses.

1. Relationship-centered care: 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 alterations that have predictable outcomes.
2. Teamwork and Collaboration: collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.
3. Evidence based practice: use current evidence as a basis for nursing practice.
4. Informatics: use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: participate in quality improvement activities, assessing their effect on client outcomes.
6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, standards of nursing practice, and an emphasis on service to clients and their families/significant others.
8. Leadership: use leadership skills that support the provision and coordination of client care in accordance with the PN scope of practice.



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Proposed Curriculum with Total Number of Hours of Theory and Clinical [60-2-101 (b)(6)] and [60-2-104]

(See also https://www.kansasregents.org/workforce_development/program-alignment/practical_nursing)

Total number of Credit hours proposed: 43 including pre-requisites

Total number of Clock hours: 885 including pre-requisites

Course Objectives/Competencies

The course objectives/competencies are also drawn from the same alignment program, as follows: Some additions have been made to KSPN course objectives and three courses, Medical Terminology and Essential Soft Skills for Nurses in Module 1 and Preparation for Practice: NCLEX Preparation & Professional Behavior in Module 4. In addition, the IV course, offered in Module 4, follows the guidelines for this course established by the Kansas Board of Nursing [60-16-104].

MODULE 1

NURS-PN 100: KSPN Foundations of Nursing

Total Credit/Contact Hours: 4.00

Theory Credit/Contact Hours: 4.00

Course Description:

This course introduces roles of the practical nurse as a profession- and client-related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills is presented and an introduction to the nursing process provides the student with a framework for decision making.

Course Objectives:

1. Discuss the history of nursing, the role of the practical nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.



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2. Review the spectrum of health care settings across which client care is provided.
3. Describe the relationship of profession-related concepts to client care: relationship-centered care, interprofessional collaboration, evidence-based practice, quality improvement, safety, informatics, client education, professionalism, and leadership.
4. Discuss concepts integral to the provision of safe, quality, relationship-centered care: nursing process, advocacy, cultural sensitivity, and communication.
5. Identify the nurse's role in supporting a client's physiologic and psychological needs: rest and sleep, spirituality, sensory perception, hygiene, activity and exercise, infection control, elimination, nutrition, oxygenation, and comfort.
6. Describe the various elements of the nursing process and its relationship to clinical judgment and decision-making.
7. Identify the nurse's role in data collection as an integral part of the nursing process.
8. Describe basic data collection skills as they relate to a client's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure client safety.

NURS-PN 101: KSPN Foundations of Nursing Clinical

Total Credit/Contact Hours: 2.00

Clinical Credit/Contact Hours: 2.00

Course Description:

This course introduces the skills required to practice nursing. The theoretical foundation for basic data collection and nursing skills is presented and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. Students are also given an *opportunity to practice application of the nursing process to client-related situations.*

Course Objectives:

1. Practice assessment techniques on adult clients recognizing expected findings.
2. Apply the nursing process to client care that is based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences.
3. Describe the various roles of members of the interprofessional health care team, including nurse as advocate.



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4. Practice using effective verbal and non-verbal communication techniques with educators, peers, and clients.
5. Demonstrate how to use client care technology while documenting safely and securely in an accurate and timely manner.
6. Use current evidence as a basis for nursing practice.
7. Identify education needs of clients based on data.
8. Practice establishing a safe environment for client, self, and others.
9. Identify concerns related to the quality of client care.
10. Demonstrate professional behaviors in academic and client care settings.
11. Practice leadership skills that support the educational process (organization, time management, priority-setting).

Documentation Skills Lab Unit Objectives:

1. Demonstrate proper documentation techniques that support accurate, thorough, and timely charting. Content Topics:
 - a. Documentation skills lab/ subjective and objective data
 - b. Documentation skills lab/ narrative charting
 - c. Documentation skills lab/ flow sheets and trending records
 - d. Documentation skills lab/ computer information systems and computerized records

Nursing Process Unit Objectives:

1. Apply principles of the nursing process and clinical judgment to the assessing, planning, implementation, and evaluation of safe client.

NURS-PN 104: Medical Terminology

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Course Description

This course prepares students to integrate medical terminology into their clinical practice. Students will explore the use of suffixes and prefixes to understand terms related to diagnosis and therapy, body systems, and the body as a whole.



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Course Objectives

1. Appropriately pronounce and spell terms related to the following systems:
 - Diagnosis/Therapy
 - Body as a whole
 - Cancer Treatment
 - Body Systems
 - Musculoskeletal
 - Circulatory
 - Respiratory
 - Digestive
 - Urinary
 - Reproductive
 - Integumentary
 - Nervous
 - Special Senses
 - Endocrine
2. Use medical terminology appropriately in own practice.

NURS-PN 110: KSPN Fundamentals of Pharmacology and Safe Medication Administration

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 1.50

Clinical Credit/Contact Hours: 0.50

Course Description:

This course introduces the principles of pharmacology. Emphasis is placed on the use of these concepts in nursing care, including safe calculation and administration of medications to clients across the life span.

Course Objectives:

1. Discuss the principles of pharmacology, pharmacokinetics, and pharmacodynamics in relation to medication therapy.



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2. Discuss nursing implications and concepts of safety when performing medication administration.
3. Demonstrate proper techniques that support safe medication.
4. Describe the legal and ethical implications/aspects of medication administration.

NURS-PN 120: Essential Soft Skills for Nurses

Total Credit/Contact Hours: 1.00

Theory Credit/Contact Hours: 1.00

Course Description:

This course prepares students to develop "soft skills" essential to patients and their families/significant others during their experience within health care and to the ability to work effectively with others in the health care team. Teaching-learning strategies, including films, self-reflection, role play in clinical situations, and evaluation of others, will help students to evaluate their current abilities and develop goals for improving the following skills:

- Effective communication, demonstrating empathy, compassion, and patience
- An ethical, honest, and responsible nature
- Flexibility, adaptability, and emotional stability
- Dependability, with a strong work ethic and skill in time management
- A positive mental attitude and the ability to deal with stress
- Self-confidence and the ability to deal with criticism
- Attention to detail
- Effectiveness as a team-player

Course Objectives:

1. Analyze own behavior in the areas of critical "soft-skills."
2. Demonstrate continued growth throughout the course in the appropriate use of critical soft skills.
3. Develop a plan for their own stress management.
4. Demonstrate the ability to critique others' use of critical "soft-skills" kindly and effectively.



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MODULE 2

NURS-PN 200: 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 are also included.

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.



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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.

Alterations in Fluid and Electrolytes Unit Objectives:

1. Recognize alterations in the laboratory values of urine osmolarity, and serum sodium, potassium, chloride, calcium, and phosphorus.
2. Recognize clinical manifestations of fluid imbalances and alterations in sodium, potassium, chloride, calcium, and phosphorus.
3. Apply knowledge of pathophysiology when planning care for clients with alterations in fluid balance.
4. Apply knowledge of pathophysiology when planning care for clients with alterations in sodium, potassium, chloride, calcium, and phosphorus.
5. Identify priority actions for clients with an alteration in fluid balance or sodium, potassium, chloride, calcium, and phosphorus.

NURS-PN 201: KSPN Nursing Care of Adults I Clinical

Total Credit/Contact Hours: 2.00

Clinical Total 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 provides the student an opportunity to apply the 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.



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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.

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

Clinical Objectives:

A. 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.1. Perform a focused assessment on adult clients differentiating between expected and unexpected findings.



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- A.2. Contribute to the development of an individualized relationship-centered plan of care for adult client(s).
- A.3. Provide culturally sensitive care to adults from diverse backgrounds.
- A.4. Identify opportunities for client advocacy.
- A.5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with adult clients.
- A.6. Reinforce health-related education provided to adult clients.
- B. Collaborate with the client and members of the interprofessional health care team to promote continuity of care and shared decision-making.
 - B.1. Participate as a member of the interprofessional health care team.
 - B.2. Communicate client-related information to designated members of the healthcare team in a timely manner.
 - B.3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN practice.
- C. Use current evidence as a basis for nursing practice.
 - C.1. Access evidence from credible resources.
 - C.2. Utilize current evidence as a basis for nursing practice.
- D. Use information and client care technology to support the delivery of safe, quality client care.
 - D.1. Use information technology to communicate with other members of the health care team.
 - D.2. Use information technology to securely and accurately document nursing care while monitoring client response.
 - D.3. Use client care technology in a way that supports quality and safe processes of care.
- E. Participate in quality improvement practices evaluating their effect on client outcomes.
 - E.1. Report concerns related to the quality of client care.
 - E.2. Reflect on individual action necessary to provide quality care.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
 - F.1. Report actual and potential safety risks to clients, self, and others in the health care environment.
 - F.2. Implement actions that promote safe practice and a safe environment for clients, self, and others.



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F.3. Implement interventions consistent with the National Patient Safety Goals in selected settings.

G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.

G.1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes

G.2. 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.

G.3. Maintain personal and professional accountability in the delivery of client care.

G.4. Practice in accordance with institutional policies and procedures.

H. Use leadership skills that support the provision and coordination of client care.

H.1. Use organizational and time management when providing client care.

H.2. Support assistive personnel with client care tasks.

H.3. Supervise assistive personnel to ensure proper client care.

NURS-PN 210: KSPN Mental Health Nursing

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Course Description:

This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the client with a mental health disorder.

Course Objectives:

1. Describe how to perform a focused mental health assessment on clients with common mental health disorders.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
3. Describe the role of members of the health care team regarding clients with common mental health disorders and their families.



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4. Apply a basic knowledge of psychopathology, pharmacology, and nutrition as it relates to clients with common mental health disorders.
5. Articulate verbal and nonverbal communication techniques that support the development of trust, respect, security, and therapeutic nurse-client relationships.
6. Describe how information technology is used to support mental status assessments, client and family education, and evidence-based practice regarding the care of clients with common mental health disorders and their families.
7. Describe the health education needs experienced by clients with common mental health disorders and their families.
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 clients with common mental health disorders.
10. Describe the role of the practical nurse in maintaining accountability for the delivery of standards

MODULE 3

NURS-PN 300: KSPN Maternal Child Nursing

Total Credit/Contact hours: 2.00

Theory Credit/Contact hours: 2:00

Course Description:

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders.

Course Objectives:

1. Describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children.



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3. Describe the role of members of the health care team regarding childbearing women, newborns, and children.
4. Apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
6. Describe how information technology is used to support documentation of client and family educational needs and evidence-based practice regarding the care of childbearing women, newborns, and children.
7. Describe the health education needs experienced by childbearing women, newborns, children, and their families.
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 childbearing women, newborns, children, and their families.
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 childbearing women, newborns, children, and their families.

Trends in maternal health care

Unit Objectives:

1. Identify current trends in maternal health care
2. Discuss the effect of current trends on maternal health care
3. Discuss the role of the nurse in women's/maternal health care
4. Describe the role of the family during the perinatal experience

Legal/Ethical Issues Unit Objectives:

1. Identify current legal/ethical issues in reproductive health care.
2. Discuss the nurse's role in caring for clients who have had a therapeutic abortion, in-vitro fertilization, or have had a baby through a surrogate pregnancy.



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Reproductive Health Care Unit Objectives:

1. Describe various methods of female and male contraception.
2. Discuss advantages and disadvantages of identified methods of contraception.
3. Identify the most common sexually transmitted infections (STIs) that affect the male and female reproductive systems, including gonorrhea, chlamydia, syphilis, genital herpes, hepatitis B and HIV.
4. Describe the pathophysiology, clinical manifestations, medical management, and nursing care of clients who have common STDs.

Antepartum Care Unit Objectives:

1. Discuss the components in the physical and psychosocial assessment of the pregnant woman.
2. Describe physiological changes that occur in women during the normal antepartum period.
3. Discuss nutritional needs of the pregnant woman and the effects of poor nutrition on the mother and baby.
4. Describe common diagnostic procedures/tests that may be used during the antepartum experience.
5. Identify commonly prescribed and over-the-counter medications used during the antepartum period.
6. Discuss the effects of medications used during the antepartum period and their nursing implications.
7. Describe health education needs of the pregnant woman during the antepartum period.
8. Identify signs and symptoms of common complications of pregnancy and appropriate nursing interventions.

Intrapartum Care Unit Objectives:

1. Describe the four stages of labor.
2. Discuss the role of fetal monitoring during active labor.
3. Recognize variations from normal on a fetal monitoring strip.
4. Discuss the nurse's role in providing comfort and support to client and family during the intrapartum experience.



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Postpartum Care Unit Objectives:

1. Describe the physiological changes that occur during the postpartum experience.
2. Describe the nursing assessment components and interventions appropriate for the care of the postpartum client.
3. Identify common medications used for the postpartum client.
4. Discuss the use of medications commonly used by the postpartum client, their actions, potential side effects, and related nursing interventions.
5. Identify complications that may occur during the postpartum experience.
6. Discuss appropriate nursing interventions while caring for patients experiencing complications.
7. Describe the role of the nurse in promoting the bonding experience between mother and baby.
8. Discuss health education needs of the mother and family as well as the role of the nurse in providing the teaching.

Newborn Care Unit Objectives:

1. Describe the physiological needs of the normal newborn.
2. Discuss newborn assessment, including use of Apgar scores and the importance of testing reflexes.
3. Describe common diagnostic tests used for newborns including the purpose of the tests and nursing implications.
4. Discuss care of the normal newborn.
5. Discuss nutritional needs of the newborn.
6. Explain advantages of breast feeding versus bottle feeding.
7. Describe common potential newborn complications that may occur (infant of a diabetic mother, hyperbilirubinemia, blood incompatibilities)
8. Identify common medications given during the neonatal period.

Basic Concepts of Pediatric Nursing Unit Objectives:

1. Identify current trends in child health.
2. Describe physical and psychosocial assessments for children of all age groups.
3. Describe the role of play for children of all age groups.
4. Discuss elimination needs for children of all age groups.



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5. Describe the role of the nurse in caring for children and their families of different cultures and ethnicities.
6. Identify types of families, their purpose, and implications in caring for children.
7. Identify the most common safety issues for children of all age groups.
8. Identify methods of communication with children of all age groups and their families.
9. Describe well-child and preventive care provided for children of all age groups.
10. Demonstrate techniques for safe administration of medications, including pediatric dosage calculations, to children of all age groups.
11. Discuss principles of pain management for children of all age groups.
12. Discuss the child and family's response to illness and ability to cope with the stressor of hospitalization.
13. Apply knowledge of physiological, psychosocial, and developmental variations when planning care for children of all ages during the pre- and postoperative phases of the surgical experience.

Communicable Diseases Unit Objectives:

1. Discuss common communicable diseases of childhood, their signs and symptoms, and appropriate nursing interventions and education to prevent transmission of communicable diseases.
2. Review the CDC's schedule for immunizations to protect against communicable diseases.
3. Describe the nurses' role in promoting scheduled immunizations of children.)

Pediatric Emergencies and accident prevention Unit Objectives:

1. Identify risk factors and injuries consistent with child and sexual abuse and neglect.
2. Identify appropriate persons/agencies to whom suspected abuse and neglect should be reported.
3. Describe the role of the nurse in providing family-centered care for children who have sustained an accident.
4. Identify health education and safety needs for children who sustained an accident and their families.
5. Describe the pathophysiology, clinical manifestations, emergency management and nursing interventions for children involved in an accident such as: a. Drowning b. Poisoning c. Burns d. Choking and suffocation e. Electrical shock



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Dehydration and Overhydration Unit Objectives:

1. Recognize alterations in the laboratory values of electrolytes, significant weight change parameters, physiologic manifestations, and changes in child's behavior that indicate dehydration or overhydration. 2. Compare and contrast the amount of body surface of newborns, infants, and children.
2. Apply knowledge of pathophysiology when planning care for clients with dehydration or overhydration.
3. Identify priority actions for clients with dehydration or overhydration.

Alteration in Regulation and Metabolism Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in regulation and metabolism.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in regulation and metabolism.
3. Identify priority actions for children who have an alteration in regulation and metabolism.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in regulation and metabolism.
5. Recognize alterations in laboratory values related to alterations in regulation and metabolism.
6. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.
7. Describe the role of the nurse in providing quality care to children who have an alteration in regulation and metabolism.
8. Identify health care education and safety needs for children who have an alteration in regulation and metabolism.

Oxygenation Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in oxygenation.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in oxygenation.
3. Identify priority actions for children who have an alteration in oxygenation.



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4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in oxygenation.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.
6. Discuss the correct use and functioning of therapeutic devices that support oxygenation.
7. Describe the role of the nurse in providing quality care to children who have an alteration in oxygenation.
8. Identify health care education and safety needs for children who have an alteration in oxygenation.

Alteration in Cardiac Output and Tissue Perfusion Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for children who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in laboratory values and screening tests related to alterations in cardiac output and tissue perfusion.
6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the role of the nurse in providing quality care to children who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for children who have an alteration in cardiac output and tissue perfusion.

Alteration in Cognition and Sensation Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cognition and sensation.



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2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cognition and sensation.
3. Identify priority actions for children who have an alteration in cognition and sensation.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cognition and sensation.
5. Recognize alterations in laboratory values related to alterations in cognition and sensation.
6. Discuss the correct use and functioning of therapeutic devices that support cognition and sensation.
7. Describe the role of the nurse in providing quality care to children who have an alteration in cognition and sensation.
8. Identify health care education and safety needs for children who have an alteration in cognition and sensation.

Alteration in Integument Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in integument.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in integument.
3. Identify priority actions for children who have an alteration in integument.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in integument.
5. Recognize alterations in laboratory values related to alterations in integument.
6. Discuss the correct use and functioning of therapeutic devices that support integument.
7. Describe the role of the nurse in providing quality care to children who have an alteration in integument.
8. Identify health care education and safety needs for children who have an alteration in integument.



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Alteration in Mobility Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mobility.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mobility.
3. Identify priority actions for children who have an alteration in mobility.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mobility.
5. Recognize alterations in laboratory values related to alterations in mobility.
6. Discuss the correct use and functioning of therapeutic devices that support mobility.
7. Describe the role of the nurse in providing quality care to children who have an alteration in mobility.
8. Understand basic pathophysiology related to signs and symptoms, screening methods, and care for infants/children with alterations in mobility.
9. Identify health care education and safety needs for children who have an alteration in mobility.

Alteration in Elimination Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in elimination.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in elimination.
3. Identify priority actions for children who have an alteration in elimination.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in elimination.
5. Recognize alterations in laboratory values related to alterations in elimination.
6. Discuss the correct use and functioning of therapeutic devices that support elimination.
7. Describe the role of the nurse in providing quality care to children who have an alteration in elimination.
8. Identify health care education and safety needs for children who have an alteration in elimination.)



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NURS-PN 301: KSPN Maternal Child Nursing Clinical

Total Credit/Contact Hours: 1.00

Clinical Credit/Contact Hours: 1.00

Course Description:

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Students are given the opportunity to observe the uncomplicated birth process and practice postpartum care as well as care of the newborn in the clinical laboratory setting. Common pediatric diseases and the growth and development process is the focus of child-related clinical laboratory experiences.

Course Objectives:

1. Perform a focused health assessment on childbearing women, newborns, children, and adolescents differentiating between expected and unexpected findings.
2. Assist in developing an evidence-based plan of care that is family- and health promotion-centered and includes cultural and age- appropriate interventions for childbearing women, newborns, children, and adolescents.
3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for childbearing women, newborns, children, and adolescents.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence- based practice when providing care to childbearing women, newborns, children, and adolescents.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence-based literature and current trends, 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 health education needs of childbearing women, newborns, children, and their families, as well as reinforcing education provided by members of the health care team.
8. Report concerns related to client safety and delivery of quality care.



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9. Use organizational and time management skills when providing care to childbearing women, newborns, children, and adolescents.
10. Adhere to ethical, legal, and professional standards while maintaining accountability for the care provided to childbearing women, newborns, children, and adolescents.

Clinical Objectives:

A. 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.1. Perform a focused assessment on childbearing women, newborns, children, and adolescents differentiating between expected and unexpected findings.
- A.2. Contribute to the development of an individualized relationship-centered plan of care for childbearing women, newborns, children, and adolescents.
- A.3. Provide culturally sensitive care to childbearing women, newborns, children, and adolescents from diverse backgrounds.
- A.4. Identify opportunities for client advocacy.
- A.5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
- A.6. Reinforce health-related education provided to childbearing women, newborns, children, and adolescents.

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

- B.1. Participate as a member of the interprofessional health care team.
- B.2. Communicate client-related information to designated members of the healthcare team in a timely manner.
- B.3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN practice.

C. Use current evidence as a basis for nursing practice.

- C.1. Access evidence from credible resources.
- C.2. Utilize current evidence as a basis for nursing practice.



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- D. Use information and client care technology to support the delivery of safe, quality client care.
 - D.1. Use information technology to communicate with other members of the health care team.
 - D.2. Use information technology to securely and accurately document nursing care while monitoring client response.
 - D.3. Use client care technology in a way that supports quality and safe processes of care.
- E. Participate in quality improvement practices evaluating their effect on client outcomes.
 - E.1. Report concerns related to the quality of client care.
 - E.2. Reflect on individual action necessary to provide quality care.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
 - F.1. Report actual and potential safety risks to clients, self, and others in the health care environment.
 - F.2. Implement actions that promote safe practice and a safe environment for clients, self, and others.
 - F.3. Implement interventions consistent with the National Patient Safety Goals in selected settings.
- G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
 - G.1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes.
 - G.2. 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.
 - G.3. Maintain personal and professional accountability in the delivery of client care.
 - G.4. Practice in accordance with institutional policies and procedures.
- H. Use leadership skills that support the provision and coordination of client care.
 - H.1. Use organizational, time management, and priority setting skills when providing client care.
 - H.2. Support assistive personnel with client care tasks.
 - H.3. Supervise assistive personnel to whom tasks have been assigned.



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NURS-PN 310: KSPN Care of Aging Adults

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Course Description:

This course is designed to explore issues related to the aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial aging and the role of the practical nurse in caring for older adult clients across a continuum of care.

Course Objectives:

1. Examine the impact of ageism on client demographics, economic status, family dynamics, and health care needs.
2. Identify psycho-social, spiritual, cultural and safety considerations related to the care of aging adults.
3. Identify anticipated alterations of physiological functioning in aging adults.
4. Discuss focused nursing assessment unique to aging adults including functional, environmental, risk, and setting specific assessments.
5. Explore health promotion and disease prevention for aging adults.
6. Differentiate between restorative and rehabilitative care.
7. Differentiate among varying types of end-of-life and palliative care and the nurse's role in their provision.
8. Explore the role of the practical nurse in caring for aging adults in a variety of care settings.
9. Explore legal and ethical considerations in caring for aging adults.

NURS-PN 320: KSPN Leadership, Roles, and Issues

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Course Description:

This course provides orientation to leadership roles of the LPN and related responsibilities. It will introduce issues to the student they will encounter in the workplace.



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Course Objectives:

1. Identify effective leadership and management skills for the licensed practical nurse.
2. Discuss how health care is provided, regulated, and financed and the impact on the delivery of healthcare in various settings.
3. Discuss how to assign client care tasks to assistive personnel commensurate with abilities, level of preparation, and regulatory guidelines and supervise care provided.
4. Communicate effectively as a leader in verbal and written format.
5. Construct examples of ethical decision-making, exhibiting tolerance of and respect for diversity in human abilities, cultures, age, and beliefs.
6. Describe common legal issues for nurses including negligence and malpractice.
7. Discuss coordination of care for clients across the care delivery continuum.
8. Describe the process of attaining and maintaining licensure as a practical nurse.
9. Identify appropriate resolutions to work related challenges a practical nurse will be faced with upon entering the workforce.
10. Describe skills necessary for career placement and advancement as a licensed practical nurse.

Health Care Issues Unit Objectives:

1. Explain methods of payment options for clients of health care.
2. Discuss issues and trends that affect financing of health care and challenges the health care industry faces in providing accessible, equitable care.
3. Examine the role of the practical nurse in cost containment.
4. Discuss current national initiatives that affect the healthcare system:
 - a. IOM report & Future of Nursing 2020-2030
 - b. National Patient Safety Goals Organizational Issues

Unit Objectives:

1. Examine the organizational chart in relation to its implications for organizational authority, decision making, and professional control.
2. Compare and contrast nursing care delivery and its relationship to the roles of healthcare team members.
3. Examine the scope of practice in relation to the roles of RNs, LPNs, and unlicensed personnel with respect to chain of command and their relationship to the management of a nursing unit.



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MODULE 4

NURS-PN 400: Nursing Care of Adults II

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 cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness 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 clients with commonly occurring health alterations that have predictable outcomes.
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 that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families, as well as professional relationships between members of the healthcare team.
6. Describe how information technology is used to access evidence, mitigate error, and communicate relevant information to members of the health care team.
7. Describe teaching strategies that can be used to reinforce the health education needs of 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, time management, and priority-setting skills are used when providing care to adult clients.



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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 with commonly occurring health alterations that have predictable outcomes.

Fluids, Electrolytes, and Acid-Base Balance Unit Objectives:

1. Recognize alterations in the laboratory values of arterial pH, CO₂, HCO₃, and O₂ indicative of respiratory and metabolic acidosis or alkalosis.
2. Differentiate between the clinical manifestations' indicative of respiratory and metabolic acidosis or alkalosis.

NURS-PN 401: KSPN Nursing Care of Adults II Clinical

Total Credit/Contact Hours: 3:00

Clinical Credit/Contact Hours: 3.00

Course Description:

This course focuses on the care of adult clients with common medical/surgical health problems. The clinical laboratory experience provides student an opportunity to build on the theoretical concepts from Nursing Care of Adults I and II and implement safe client care in selected settings. Students are given the opportunity to practice leadership skills while managing a caseload of clients.

Course Objectives:

1. Identify priority assessment findings while performing a focused health assessment on clients experiencing common medical/surgical health alterations.
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. Collaborate with members of the health care team serving as a client advocate when providing and coordinating client care.
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 that have predictable outcomes.



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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 mitigate error and support clinical decision making with members of the health care team.
7. Evaluate client's acquisition of new knowledge and skills while reinforcing health education provided by members of the health care team.
8. Implement corrective actions for actual and potential safety risks to client, self, and others.
9. Participate in quality improvement activities developed to enhance client outcomes.
10. Use organizational, time management, and priority-setting skills when coordinating the care of adult clients and assigning and supervising unlicensed assistive personnel.
11. Adhere to ethical, legal, and professional standards while maintaining accountability for the care provided to adult clients and their families.

Clinical Objectives:

A. 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.1. Perform a focused assessment prioritizing assessment finding.
- A.2. Prioritize the delivery of care using the nursing process.
- A.3. Provide culturally sensitive care to clients from diverse backgrounds.
- A.4. Advocate for client rights and needs.
- A.5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients as well as professional relationships with members of the healthcare team.
- A.6. Evaluate the acquisition of new knowledge and skills by clients who have received health-related education.

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

- B.1. Collaborate with members of the interprofessional health care team.
- B.2. Prioritize the relevance of client-related information that should be shared with members of the healthcare team.
- B.3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN practice.



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- C. Use current evidence as a basis for nursing practice.
 - C.1. Access evidence from credible resources, client preferences, and clinical expertise.
 - C.2. Use current evidence, client preferences, and clinical experience as a basis for nursing practice.
- D. Use information and client care technology to support the delivery of safe, quality client care.
 - D.1. Use information technology to support clinical decision-making in collaboration with the health care team.
 - D.2. Use information technology to securely and accurately document nursing care and evaluate client response.
 - D.3. Use client care technology to mitigate error and monitor outcomes of care processes.
- E. Participate in quality improvement activities evaluating their effect on client outcomes.
 - E.1. Participate in quality improvement activities.
 - E.2. Reflect on the care provided in relation to client outcomes.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
 - F.1. Implement corrective actions for actual and potential safety risks to clients, self, and others.
 - F.2. Implement actions that promote safe practice and a safe environment for clients, self, and others.
 - F.3. Implement interventions consistent with the National Patient Safety Goals in a variety of settings.
- G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice
 - G.1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes.
 - G.2. 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.
 - G.3. Maintain personal and professional accountability in the delivery of client care.
 - G.4. Practice in accordance with institutional policies and procedures.



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- H. Use leadership skills that support the provision and coordination of client care.
- H.1. Use organizational, time management and priority setting skills when coordinating the care of clients.
 - H.2. Assign client care tasks to assistive personnel.
 - H.3. Evaluate the performance of assistive personnel to whom tasks have been assigned.

NURS-PN 420: Preparation for Practice: NCLEX Preparation & Professional Behavior

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Course Description:

This course prepares students for success on the NCLEX-PN examination and for the transition to practice.

Course Objectives

1. Demonstrate test-taking skills necessary to be successful on the NCLEX-PN examination:
 - Review NCLEX-PN questions in the areas of:
 - Professional Standards
 - Foundations of Care
 - Growth & Development across the lifespan
 - Maternity Nursing
 - Pediatric Nursing
 - Problems of the Adult in the following systems:
 - Integumentary
 - Endocrine
 - Gastrointestinal
 - Renal
 - Respiratory
 - Cardiovascular
 - Neurology
 - Musculoskeletal



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- Immunity
 - Mental Health
2. Based upon the National Council of State Board of Nursing (NCSBN) Transition to Practice Regulatory Model (https://www.ncsbn.org/Final_08_reg_model.pdf), describe how they will integrate the following concepts into their PN practice:
- US Healthcare System, including reimbursement principles.
 - Safety in the Health Care Environment
 - Delegation and Supervision for the LPN
 - Clinical Judgment in the clinical setting
 - Role Socialization
 - Use of Feedback and Reflection
3. Assist members of the interdisciplinary team to collect and analyze clinical data to improve care to patients.
4. Demonstrate an eagerness to learn through active participation and satisfactory performance in classroom work, and a willingness to reflect on own performance and participate in new learning opportunities.

NURS-PN 430: Intravenous Therapy for PNs

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Course Description

This course provides an opportunity for the PN to develop beginning level competency to start, maintain, and remove an IV safely and effectively. Students are expected to pass two tests at the level designated in the course objectives and the course syllabus to demonstrate beginning level competence in this skill.

Course Objectives

1. Complete quizzes demonstrating 1) the identification of the anatomy and physiology of the peripheral veins used for venipuncture and 2) use of formulas to calculate flow rate, both with 100% accuracy.
2. Demonstrate competence in providing support and psychological preparation for the client receiving IV therapy, as well as their significant others.



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3. Demonstrate beginning level competence in a simulated situation of the:
 - Collection of equipment for starting an IV.
 - Site selection
 - Palpation of veins
 - Skin preparation
 - Identification of various types of equipment used in administering intravenous therapy, including criteria for use of each and means with content related to criteria for use of each and means of troubleshooting problems. Note: LPNs may not insert an IV access device that exceeds 3" in length and only in peripheral vessels
 - Principles of Infection Control related to insertion, maintenance, and removal of an IV.
 - Documentation of insertion, maintenance, and removal of an IV
4. Integrate rules and regulations outlined in typical policies and procedures of clinical sites related to intravenous therapy and accountability and responsibilities of the licensed practical nurse into the performance IV procedures.
5. Identify interventions prohibited by the Kansas Board of Nursing for LPNs. [60-16-102 (c)(1) (A) (B) (C) (D) (E) (2) (3) (4) (5) (6)]
6. Demonstrate beginning level competence in:
 - Adding IV solutions to existing infusion
 - Hanging IV solutions
 - Changing IV tubing
 - Performing peripheral intermittent infusion devices
7. Demonstrate beginning competence in reconstituting and administering intravenous antibiotics via piggyback, including pharmacology, compatibilities, and flow rates.
8. Complete a final exam with a score of 90% on the following topics:
 - Signs and symptoms of local and systemic complications in the administration of fluids and preventive measures and guidelines for management of these complications
 - Relationships between IV therapy and the body's homeostatic and regulatory functions
 - Glossary of common terminology pertinent to intravenous therapy
 - Anatomy and physiology of the cardiovascular and respiratory systems as related to homeostasis.
 - Signs and symptoms of local and systemic complications in the administration of antibiotics
 - Guidelines for the management of complications arising from the intravenous administration of antibiotics.



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Curriculum Table [60-2-104] and Checklist

Table E documents the placement of key components of the practical nurse educational program as defined by the Kansas Board of Nursing Requirement [60-2-104].

Table E: Curriculum Table for MANAHI PN Program

Curriculum Requirement	Courses in Curriculum that meet Requirements
1. Aspects of a safe, effective care environment, including the coordination of care, safety, and infection control.	Foundations of Nursing Foundations of Nursing-Clinical Fundamentals of Pharmacology & Safe Medication Administration Nursing Care of the Adult I Nursing Care of the Adult I-Clinical Mental Health Nursing Maternal Child Nursing Maternal Child Nursing-Clinical Care of Aging Adults Nursing Care of the Adult II Nursing Care of the Adult II-Clinical Preparation for Practice: NCLEX Preparation and Professional Behaviors
2. Health promotion and maintenance, including growth and development throughout the life span and prevention and early detection of disease.	Foundations of Nursing Foundations of Nursing-Clinical Nursing Care of the Adult I Nursing Care of the Adult-Clinical Mental Health Nursing Maternal Child Nursing Maternal Child Nursing Growth and Development Care of the Aging Adult Nursing Care of the Adult II Nursing Care of the Adult II-Clinical
3. Psychosocial integrity, including coping, adaptation, and psychosocial adaptation.	Foundations of Nursing Foundations of Nursing-Clinical Development of "Soft Skills" Nursing Care of Adults I Nursing Care of Adults I-Clinical Mental Health Nursing



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	Maternal Child Nursing Maternal Child Nursing-Clinical Care of Aging Adults Growth & Development Leadership, Roles, and Issues Nursing Care of Adults II Nursing care of Adults II-Clinical Preparing for Practice: NCLEX Preparation and Professional Behaviors
4. Physiological integrity, including basic care and comfort, pharmacology, reduction in risk potential, and physiological adaptation	Foundations of Nursing Foundations of Nursing-Clinical Medical Terminology Fundamentals of Pharmacology & Safe Medication Administration Nursing Care of Adults I Nursing Care of Adults I-Clinical Mental Health Nursing Maternal Care Nursing Maternal Care Nursing-Clinical Care of Aging Adults Growth and Development Nursing Care of Adult II Nursing Care of Adult II-Clinical Preparation for Practice: NCLEX Preparation and Professional Behaviors



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CLINICAL AGENCIES [60-2-101 (b)(11)] and [60-2-105]

The MANAHI Practical Nursing Program Curriculum requires four clinical courses. Students in the first course, Foundations of Nursing Clinical, will have their clinical experience in Long Term Care (LTC) facilities to practice basic care for patients. In the second course, Adult Health I Clinical, the clinical experiences will be in either LTC facilities or Long-Term Acute Care (LTAC) facilities. In the third course, Maternal Child Nursing Clinical, experiences will include: sites where antepartum and post-partum care is provided, including some hospital experiences; Labor and Delivery, either in hospitals or via simulation; and schools, childcare facilities, teen organizations and other environments where the care of well children is emphasized. Because of the diversity of these experiences, preceptors will be used, under the supervision of adjunct clinical faculty.

Students will be assigned to clinical in either an acute long term care facility or a hospital setting for last clinical course, Adult Health II. During the last 18 hours of this experience, each student will be paired with a preceptor to prepare students for the transition to practice.

In all the clinical courses, students will be expected to integrate concepts from all other didactic courses, such as Care of the Older Adult, Mental Health, Pharmacology, into their care. These expectations will be highlighted in the students' clinical evaluation.

Affiliating Agencies (with Census) [60-2-101 (b)(11) (13) (14)] and [60-2-105]:

Ignite Medical Resort University of Kansas - Beds: 96

Ignite Medical Resort KC Northland - Beds: 90

Ignite Medical Resort Blue Springs – Beds: 90

Benton House of Olathe – Beds: 60

Benton House of Lenexa – Beds: 70

Benton House of Tiffany Springs - Beds: 60

Benton House of Raymore – Beds: 60

Benton House of Staley Hills – Beds: 60

Discussion in progress with Research Medical Center for Addendum to current Affiliation Agreement for Medical Assistant students. Details of additional nursing communities and AdventHealth Shawnee Mission Physician Groups will be available prior to site visit:



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Signed Letters of Agreement/Contracts [60-1-102 (a)(8)]

Signed contracts/letters of agreement are shown below:

To: Mid-America Nursing & Allied-Health Institute

From: Ignite Medical Resorts
Name of Facility

We understand that Mid-America Nursing & Allied-Health Institute (MANAHI) plans to implement a new Licensed Practical Nursing (LPN) Program beginning in August 2022. The initial class of 60 students admitted will require experiences in clinical settings beginning in August 2022.

Ignite Medical Resort KU (Name of Facility) is supportive of the development of this new LPN program by MANAHI and is willing to provide the following clinical placements beginning in August 2022:

Type of Clinical Experience	Number of Students (10-20)	Number of Beds	Shifts/Hours Available (please specify Day/Evening/Weekend)
Long Term Care	20	96	Day, Night, weekdays/weekend
Assisted Living			
Long Term Acute Care (LTAC)			

We recognize that the availability of specific clinical placements at these facilities may change by the time the program starts; however, as of this date, our hospital group is willing to assist in preparing Mid-America Nursing & Allied-Health Institute students for the role of a Licensed Practical Nurse. I understand that a contract between Mid-America Nursing & Allied-Health Institute and my institution will be signed prior to any students being assigned to the facility and both students and faculty will be appropriately oriented according to the policies of the institution.

[Signature]
Signature

10/8/21
Date

John McFarlane
Print Name

Chief Clinical Officer
Title



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

To: Mid-America Nursing & Allied-Health Institute

From: Principal Senior Living Group – Benton House of Blue Springs, Benton House of Lenexa, Benton House of Olathe, Benton House of Raymore, Benton House of Staley Hills, and Benton House of Tiffany Springs.
Name of Facility Group

We understand that Mid-America Nursing & Allied-Health Institute (MANAHI) plans to implement a new Licensed Practical Nursing (LPN) Program beginning in August 2022. The initial class of 60 students admitted will require experiences in clinical settings beginning in August 2022.

Benton House of Blue Springs, Benton House of Lenexa, Benton House of Olathe, Benton House of Raymore, Benton House of Staley Hills, and Benton House of Tiffany Springs. (Name of Facility) is supportive of the development of this new LPN program by MANAHI and is willing to provide the following clinical placements beginning in August 2022:

Type of Clinical Experience	Number of Students (10-20)	Number of Beds	Shifts/Hours Available (please specify Day/Evening/Weekend)
Long Term Care			
Assisted Living		Each community is roughly 60-70 residents Assisted Living/Memory Care.	7am-3pm, 3pm-11pm, 11pm-7am. (7 days a week).

We recognize that the availability of specific clinical placements at these facilities may change by the time the program starts; however, as of this date, our hospital group is willing to assist in preparing Mid-America Nursing & Allied-Health Institute students for the role of a Licensed Practical Nurse. I understand that a contract between Mid-America Nursing & Allied-Health Institute and my institution will be signed prior to any students being assigned to the facility and both students and faculty will be appropriately oriented according to the policies of the institution.

M. Masi
Signature

10/11/2022
Date

Mary Masi
Print Name
Regional Director Title



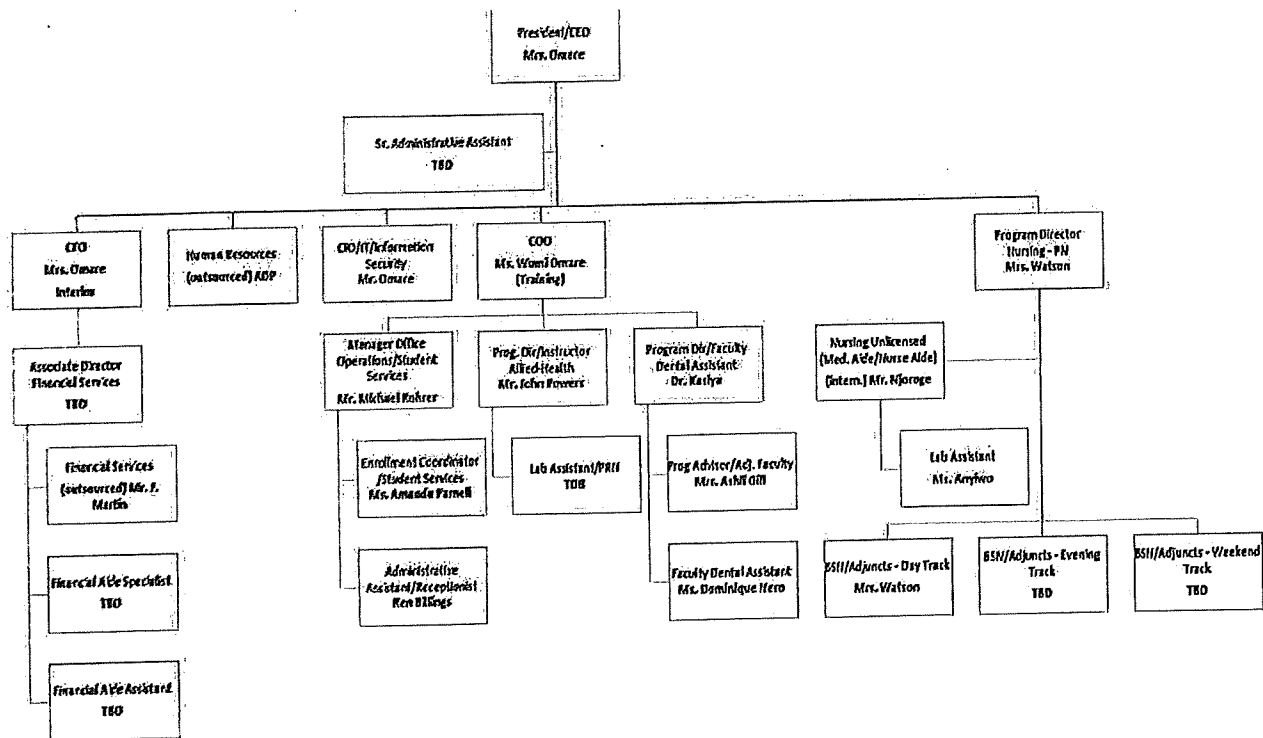
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FACULTY

Organizational Chart [60-1-102 (a)(8)]

The MANAHI organizational chart is depicted in Figure 1.

Fig. 1: MANAHI Organizational Chart



Number, Qualifications, and Assignments of Faculty Members [60-2-101 (b)(7)]

Based upon the course of study developed for the Practical Nursing Program, MANAHI has developed a schedule of class and clinical assignments for faculty. The plan outlined in Table F indicates the number of faculty needed in each Term in the first three years of the program's operation. Tables G and H demonstrate the faculty needs for each module related to each day, evening and weekend track for the three years projected.



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The Admissions Plan calls for Cohort 1 to start in Term 1 of Year 1 and Cohort 2 to start in Term 1 of Year 2. Then, if the first-time NCLEX-PN pass rate is at 80% or higher during Year 1, a third cohort will start in Term 3 of Year 2. In Year 3 cohorts will be admitted every quarter (Cohorts 4, 5, 6, and 7). Each cohort will admit 60 students, divided equally between Day, Evening, and Weekend tracks (20 students per track). (See Admissions section beginning on p. 19 for further information.) The number and assignments of faculty have been allocated according to this plan.

Faculty Qualifications

All MANAHI faculty and adjunct faculty will hold a BSN degree or higher and licensure as an RN in the state of Kansas. All faculty teaching didactic classes will participate in an orientation offered by the Director of Nursing (DON) and the Administrator. Specific topics in this orientation include:

- Curriculum plan, including impact of Program Outcomes and learning objectives/competencies on PN practice
- Teaching/Learning processes in class
- MANAHI Policies
- Student Evaluation in Class
- Testing Processes
- Observation of teaching

Adjunct faculty will be utilized as clinical instructors for the 4 clinical courses throughout the curriculum. Prior to serving as an adjunct faculty, these nurses will also participate in an orientation offered by the DON and the Administer. Content specific for the adjunct faculty includes:

- Curriculum plan, including impact of Program Outcomes and learning objectives/competencies on PN practice.
- Teaching/learning processes in clinical
- MANAHI policies
- Student clinical evaluation
- Reporting structure for clinical problems
- Observation of teaching

Number and Assignments of Classroom Faculty Members

Table F outlines the number of classroom and clinical adjunct faculty needed by Term for Years 1-3 for all three tracks.



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Table F: Faculty Needs, Years 1-3

Note: Classroom totals do not include DON

Year 1								
	Class				Clinical			
	Day	Evening	Weekend	TOTAL	Day	Evening	Weekend	TOTAL
Term 1	DON	1	1	2	2	2	2	6
Term 2	DON	1	1	2	2	2	2	6
Term 3	DON	1	1	2	2	2	2	6
Term 4	DON	1	1	2	2	2	2	6
Year 2								
	Class				Clinical			
	Day	Evening	Weekend	TOTAL	Day	Evening	Weekend	TOTAL
Term 1	DON	1	1	2	2	2	2	6
Term 2	DON	1	1	2	2	2	2	6
Term 3	DON + 2	2	2	6	4	4	4	4
Term 4	DON + 2	2	2	6	4	4	4	4
Year 3								
	Class				Clinical			
	Day	Evening	Weekend	TOTAL	Day	Evening	Weekend	TOTAL
Term 1	DON + 2	2	2	6	4	4	4	12
Term 2	DON + 3	3	3	9	6	6	6	18
Term 3	DON + 3	3	3	9	6	6	6	18
Term 4	DON + 4	4	4	12	8	8	8	24

In Year 1, the Director of Nursing will teach all Day track didactic courses. A BSN faculty will teach these courses for the Evening track and another BSN faculty will teach the same courses in the Weekend program. Thus 2 BSN faculty, in addition to the DON, will be needed for Year 1.

In Year 2, the DON and the previously mentioned BSN faculty will be responsible for the classroom teaching-learning for the first two modules for Cohort 2. When Cohort 3 begins courses in Term 3 of the Year 2, the Director of Nursing will teach just one course per term (Foundations in Term 3 and Adult Health I in Term 4) to Cohort 3, and an additional BSN faculty will be needed to teach Modules 3 and 4 to Cohort 2. Therefore, 2 BSN faculty and the DON will teach all of Year 2, and an additional BSN faculty will begin teaching day classes in Term 3 and continue thereafter.



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In Year 3, the three BSN faculty who in year 2 began teaching Cohort 3, will complete the courses required for this cohort. Beginning in Year 3, the DON will only teach Foundations of Nursing Practice, providing her with additional time to supervise faculty in all tracks, and coordinate and evaluate the curriculum and processes of MANAHJ Practical Nursing Program. Additional faculty will be hired as new cohorts begin. Table G outlines the faculty who teach in the PN classes in Years 1, 2, and 3.

Table G: Schedule of Class Assignments by Year, Cohort, and Track

DAY				
Year 1	Term 1	Term 2	Term 3	Term 4
D-DON	C1M1	C1M2	C1M3	C1M4
Year 2	Term 1	Term 2	Term 3	Term 4
D-DON	C2M1	C2M2	C3M1	C3M2
D-1			C2M3	C2M4
D-2			C3M1	C3M2
Year 3	Term 1	Term 2	Term 3	Term 4
D-DON	C4M1	C5M1	C6M1	C7M1
D-1	C3M3	C3M4	C4M3	C5M3
D-2	C4M1	C5M1	C6M1	C7M1
D-3		C4M2	C5M2	C6M2
D-4				C4M4

Key

C = Cohort

M = Module

(eg. C1M1 = Cohort 1 Module 1)

Faculty are identified as follows:

D = Day

E = Evening

W = Weekend

(eg. D-1 = the first faculty in the Day track)

Cohorts are color-coded for easy reference

EVENING				
Year 1	Term 1	Term 2	Term 3	Term 4
E-1	C1M1	C1M2	C1M3	C1M4
Year 2	Term 1	Term 2	Term 3	Term 4
E-1	C2M1	C2M2	C3M1	C3M2
E-2			C2M3	C2M4
Year 3	Term 1	Term 2	Term 3	Term 4
E-1	C4M1	C5M1	C6M1	C7M1
E-2	C3M3	C3M4	C4M3	C5M3
E-3		C4M2	C5M2	C6M2
E-4				C4M4



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WEEKEND				
Year 1	Term 1	Term 2	Term 3	Term 4
W-1	C1M1	C1M2	C1M3	C1M4
Year 2	Term 1	Term 2	Term 3	Term 4
W-1	C2M1	C2M2	C3M1	C3M2
W-2			C2M3	C2M4
Year 3	Term 1	Term 2	Term 3	Term 4
W-1	C4M1	C5M1	C6M1	C7M1
W-2	C3M3	C3M4	C4M3	C5M3
W-3		C4M2	C5M2	C6M2
W-4				C4M4

Adjunct Clinical Faculty Members

MANAHI recognizes that the number of clinical instructors may vary depending upon the number of students that may be allowed in the clinical sites in each course. The Clinical course that is most likely to require more than 2 adjunct faculty is the Maternal-Child Clinical. Table H outlines the adjunct faculty who teach in the PN classes in Years 1, 2, and 3 and depicts the minimum number required for each Term. *The final number of adjunct faculty will be determined when clinical agencies are contracted; additional adjuncts will be hired as necessary.*

Note: Specialties will be considered when assigning Adjunct Faculty.



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Table H: Schedule of Clinical Teaching Assignments by Year, Cohort, and Track.

DAY				
Year 1	Term 1	Term 2	Term 3	Term 4
Adj-D-1&2	C1M1	C1M2	C1M3	C1M4
Year 2	Term 1	Term 2	Term 3	Term 4
Adj-D-1&2	C2M1	C2M2	C3M1	C3M2
Adj-D-3&4			C2M3	C2M4
Year 3	Term 1	Term 2	Term 3	Term 4
Adj-D-1&2	C4M1	C5M1	C6M1	C7M1
Adj-D-3&4	C3M3	C3M4	C4M3	C5M3
Adj-D-5&6		C4M2	C5M2	C6M2
Adj-D-7&8				C4M4

EVENING				
Year 1	Term 1	Term 2	Term 3	Term 4
Adj-E-1&2	C1M1	C1M2	C1M3	C1M4
Year 2	Term 1	Term 2	Term 3	Term 4
Adj-E-1&2	C2M1	C2M2	C3M1	C3M2
Adj-E-3&4			C2M3	C2M4
Year 3	Term 1	Term 2	Term 3	Term 4
Adj-E-1&2	C4M1	C5M1	C6M1	C7M1
Adj-E-3&4	C3M3	C3M4	C4M3	C5M3
Adj-E-5&6		C4M2	C5M2	C6M2
Adj-E-7&8				C4M4

WEEKEND				
Year 1	Term 1	Term 2	Term 3	Term 4
Adj-E-1&2	C1M1	C1M2	C1M3	C1M4
Year 2	Term 1	Term 2	Term 3	Term 4
Adj-W-1&2	C2M1	C2M2	C3M1	C3M2

Key

C = Cohort

M = Module

(eg. C1M1 = Cohort 1 Module 1)

Adjunct faculty are identified as follows:

Adj-D = Day

Adj-E = Evening

Adj-W = Weekend

(eg. Adj-D-1&2 = the first two in the Day track—each with 10 students)

Additional Adjuncts will be hired as necessary to meet requirements of clinical facilities

In addition to Adjunct faculty, Preceptors will be utilized in Modules 3 and 4 in accordance with BON regulations

Cohorts are color-coded for easy reference



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Adj-W-3&4			C2M3	C2M4
Year 3	Term 1	Term 2	Term 3	Term 4
Adj-W-1&2	C4M1	C5M1	C6M1	C7M1
Adj-W-3&4	C3M3	C3M4	C4M3	C5M3
Adj-W-5&6		C4M2	C5M2	C6M2
Adj-D-7&8				C4M4

List of Prospective Faculty [60-1-102 (a)(8)]

MANAHI Management team Mrs. Omare and Mrs. Watson will teach some of the classes. The following individuals have indicated interest and will be confirmed upon approval:

- 1) Mr. Jeremiah Kuria - BSN-RN
- 2) Mr. Julius Saisi - BSN- RN

Advertisement in place in search for additional Faculty members. has had conversations with several prospective faculty without necessarily advertising the position.



MID-AMERICA NURSING

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ADDITIONAL INFORMATION

Appendix A - Current School Bulletin or Catalog [60-2-101 (b)(12)]

Appendix B - Nursing Management Team Resumes

Appendix C – Need Assessment for Additional LPN Program in Kansas

Appendix D – Reviews from students



MID-AMERICA NURSING
& ALLIED-HEALTH INSTITUTE

Appendix A

Current School Bulletin or Catalog [60-2-101 (b)(12)]



MID-AMERICA NURSING

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**School Handbook
2020 to 2021**



Main Campus

**10000 W. 75th Street, King's Cove Office Park,
Building A, Suite 241, Merriam Kansas 66204**

Tel: 913-708-8323

www.midamericanursing.com

Handbook Disclaimer

Mid-America Nursing & Allied-Health Institute Inc. reserves the right to make changes to any aspect of this handbook as it deems fit and without advance notice. Students are expected to be familiar with the policies and requirements of each program as stated in the program handbook.

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Revision Date: 01/01/2021



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MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Message from Our President & Founder/CEO

Welcome and thank you for your interest in Mid-America Nursing & Allied-Health Institute!

Your inquiry into any of our programs is the first step in beginning a successful career in the health care industry. We have a unique approach to education that puts our students at ease and ensure they are fully engaged and supported by the faculty and staff. I strongly believe that getting an education should not be stressful – learning in a fun and friendly environment ensures success. Additionally, no one should expect 20 students in a classroom to learn at the same rate. We spend time with our students to ensure good understanding of course contents and provide the needed support ensuring that you enjoy the learning experience and be prepared for greater opportunities that await you in your chosen career path.

Our programs prepare you for State Certificates, National Certifications, and Diplomas that will help you gain entry to thousands of job opportunities in healthcare organizations in the region. Whatever your career path is, we will ensure you are well prepared and positioned to enter the job market with the skills you need to excel.

We are dedicated to your success through our small class sizes, flexibility of class offerings, and unwavering support to your personal and professional progress. If you are unsure of what career path you want to go into, or feel you are one of those people who have always told themselves, they can't achieve an education, please call to speak with a member of my admission team or schedule a time to meet with me. At the end of our conversation, you will be ready and eager to get started on the journey to a rewarding career.

Thank you, again, for your interest in Mid-America Nursing & Allied-Health Institute.

My Best,

S N Omare

Mrs. Susan N. Omare, MBA/HCM, MSc-HCQ, BSN, RN, BSc-IT



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Date of Handbook Publication

The Mid-America Nursing & Allied-Health Institute student handbook was published on July 18th, 2016. Revised January 1st, 2021.

Identification of the Owner of the Institution

Mrs. Susan Omare, MBA/HCM, MSc-HCQ, BSN, RN, B.Sc.-IT – President & Founder/CEO. Mid-America Nursing & Allied-Health Institute is owned by its founder, Mrs. Omare - an accomplished professional who during her distinguished career in the information technology industry managed multiple large-scale projects simultaneously while successfully meeting critical deadlines and delivering enterprise software applications for Verizon Business. She started her healthcare career as a Nurse Aide while also completing her nursing degree. Mrs. Omare is currently working on her Doctor of Nursing Practice (DNP) at George Washington University School of Nursing, and holds the following degrees and certificates:

- Dual Master's Degree in Health Sciences and Health Care Quality from George Washington University
- Dual Master's Degrees in Business Administration and Health Care Management from the University of Phoenix
- Accelerated Bachelor's Degree in Nursing (BSN-RN) from Mid America Nazarene University
- Bachelor's Degree in Information Technology (BSc-IT) from the University of Phoenix
- Health IT Implementation Management certification with a focus on Meaningful Use, Workflow Design, and EHR Implementation from Richland College in Dallas
- HIT-Pro Certified Implementation Manager
- Project Management certificate - George Washington University School of Business
- Nursing Facility Administrator Training - Midland College
- Clinical Problem Solving from the University of California, San Francisco
- Leading Strategic Innovation in Organizations from Vanderbilt University
- NIH Stroke Scale Certification
- Basic Life Support (BLS) Faculty – American Heart Association (AHA)

Mrs. Omare is member of the Kansas AARP Capital City Task Force volunteering to promote quality healthcare access to seniors, Regional Committee Member of American Heart Association (AHA) helping to promote heart health awareness.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

History

Founded in 2016 by Mrs. Susan Omare, Mid-America Nursing & Allied-Health Institute (MANAHI) has grown and has enriched the Kansas and Missouri communities with quality healthcare providers in the fields of nursing assistants, certified medication aides, and phlebotomy technicians.

In 2018 and 2019, the continuing growth of Institute led to the expansion into allied health programs. Course offerings now include Dental Assistant, EKG (Electrocardiograph) Technician, Medical Assistant, Medication Aide, Nurse Aide, Phlebotomy, and continuing education classes.

Mrs. Omare founded the institute in response to the need for a school that offers a variety of high-demand healthcare programs without the need for long waiting list that results in Kansas residents going out of the state in pursuit of healthcare education. Mid-America Nursing & Allied-Health Institute will continue to offer diverse academic programs, foster invaluable professionals, and provide quality and affordable education to individuals seeking careers in healthcare.

Since MANAHI opened, it has earned a stellar reputation for producing highly qualified healthcare professionals who have gone on to work in various fields. Over the years, MANAHI has built a name for itself and has attracted students from across the country. MANAHI was awarded Best Business of the Year Award in 2019 by the City of Merriam and in 2020 received the City of Merriam Business Hall of Fame Award. The Google Reviews from past students speaks volume.

Our Mission

Mid-America Nursing & Allied-Health Institute is dedicated to enriching the communities with quality and highly trained nursing and allied health professionals at affordable cost and flexible schedules. We lay the foundation for the best healthcare professionals of the future by empowering our students with hands-on skills they need to exceed the expectations of future employers.



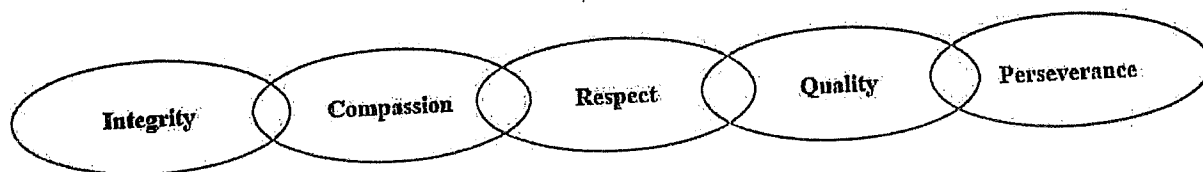
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Our Vision

Mid-America Nursing & Allied-Health Institute will be the exemplary learning institution where every student will achieve his or her maximum potential excelling academically in an environment that fosters collaboration, diversity, and equality.

Core Values

At MANAHI we expect our staff and students to have values that exemplifies integrity, compassion, respect, quality, and perseverance. With these core values, we deliver our promise to provide unquestionable standards in training our students.



Integrity: There are no moral shortcuts. Staff and students are expected to put forth honesty in every aspect of work.

Compassion: We put our hearts in what we do – ensuring that encounter with our students and partners exemplifies caring attitude.

Respect: Respect for the worth and dignity of everyone we serve.

Quality: Quality is at the core of what we do. Quality and affordable education without cutting corner.

Perseverance: Persistence despite difficult times or delay in achieving stated goals.

Goals

Mid-America Nursing & Allied-Health Institute strives to accomplish its mission by offering affordable and flexible schedule of wide range of programs to diversified groups of students tutored by highly motivated, dedicated, and experienced faculty. Our goals are to:

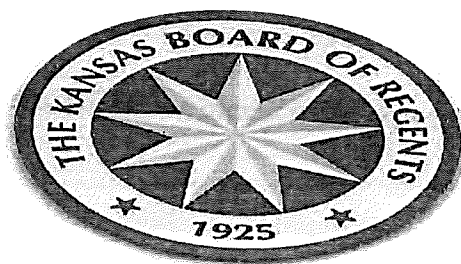


MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

- ☐ Continue to provide high quality education for every student, empower, and encourage each student to reach maximum his/her potential through life-long learning.
- ☐ Increase the utilization of evidence-based data to improve student performance.
- ☐ Engage students through dynamic and technologically integrated teaching strategies.
- ☐ Increase the percentage of students performing at the proficient and advanced levels.
- ☐ Align each program to national standards and accreditation requirements, encouraging students to obtain relevant licensure/certifications.
- ☐ Develop students with career-ready skills and professionalism to succeed in the workplace.
- ☐ Develop recruiting strategies to expand community awareness and visibility.
- ☐ Developing programs that meet the evolving needs of our communities with quality service and affordability.
- ☐ Achieve financial strength through government grants, private charitable funds, and employer sponsorships.

List of Approving Government Agencies, Affiliations, and Partnerships

Kansas Board of Regents (KBOR)



Mid-America Nursing & Allied-Health Institute, Inc. is an Approved institution by KBOR as a private institution of learning to conduct training in nursing and allied-health education.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

PRIVATE AND OUT-OF-STATE INSTITUTIONS

The Kansas Board of Regents authorizes private and out-of-state institutions to operate in Kansas through issuance of a Certificate of Approval that must be renewed annually (K.S.A. 74-32,162 et seq.).

Presented below is a complete list of those institutions currently holding a Certificate of Approval along with those programs were reviewed as part of the institution approval process, confirming that applicable minimum standards were met at the time of the Kansas Board of Regents review of each listed program.

Inclusion on this list does not imply that the Kansas Board of Regents endorses or has approved a program for all purposes. For additional information about a specific program, please contact the institution directly.

You can also review the Private Postsecondary Education FAQs here.

Mid-America Nursing & Allied-Health Institute

Merriam, KS

The Kansas Board of Regents (KBOR) authorizes private and out-of-state institutions to operate in Kansas by granting a Certificate of Approval that must be renewed annually.

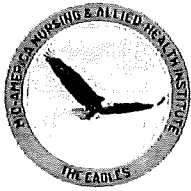
The Board consists of 9 members appointed by the Governor charged with the responsibility to oversee the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions (six state universities, one municipal university, nineteen community colleges, and six technical colleges).

Additionally, the Board administers the state's student financial aid, adult education, high school equivalency, and career and technical education programs. Private proprietary schools and out-of-state institutions are authorized by the Kansas Board of Regents to operate in Kansas.

Visit <http://www.kansasregents.org> for more information about KBOR.

Kansas Department of Aging and Adults Services (KDADS)





MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

The Kansas Department for Aging and Disability Services (KDADS) advocates and coordinates services to improve the quality of life for seniors and the disabled. KDADS administers services to older adults; administers behavioral health, addiction and prevention programs; manages state hospitals and institutions; administers the state's home- and community-based services waiver programs under KanCare, the state's Medicaid program; and directs health occupations credentialing. Additionally, KDADS approves the programs for public and private institutes to ensure compliant with stipulated regulations.

Mid-America Nursing & Allied-Health Institute, Inc. is approved by KDADS to offer Nurse Aide, Medication Aide, CNA Refresher and CMA Update courses.

Visit <http://www.kdads.ks.gov> for more information about the many services provided by KDADS.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

The National Association for Health Professionals

The National Association for Health Professionals (NAHP) was established in 1982 and is now the premier certification body providing credentialing for healthcare professionals in the roles of administrative health assistants, EKG technicians, coding specialists, dental assistants, medical assistants, patient care technicians, pharmacy technicians, phlebotomy technicians, and surgical technicians. NAHP promotes and provides quality certification programs that validate knowledge in the healthcare fields for the enhancement of patient care and professional practice. We are partnered with NAHP for certification exams for students wishing to be NAHP certified.



WORKFORCE PARTNERSHIP
JOHNSON • LEAVENWORTH • WYANDOTTE
KANSAS WORKS

The Kansas WIOA and KHPOP programs are federally funded job training and placement initiative designed to assist low income individuals and dislocated workers secure training and increase employment opportunities, retention, and earnings potential.

Mid-America Nursing & Allied-Health Institute Inc. is approved and accepts grants through WIOA and KHPOP

Montgomery G.I. Bill

Mid-America Nursing & Allied-Health Institute Inc. is approved by the Kansas State Approving Agency for the enrollment of qualified veterans and/or eligible family members to receive Montgomery GI Bill education benefits.

Accreditations

None currently.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Office Hours

Admission & Student Services
Monday to Friday: 8a.m. - 6p.m.
Saturday: 8a.m. - 5p.m.
Sunday: closed

We offer the following class schedules
Day Classes: 7a.m. - 2:30p.m.
Evening Classes: 3p.m. - 10p.m.
Weekend Classes: 7a.m. - 10p.m.

Physical Office Space

Mid-America Nursing & Allied-Health Institute occupies Suites 241, 205 and 250 approximating 9,088 square feet with details as follows:

Suite 241 - 5,391 Sq. Ft	Suite 205 is 1,741 Sq. Ft	Suite 250 is 1,956 Sq. Ft
13 areas used as follows: <ul style="list-style-type: none"> • 1 open reception area, • 1 administrative office • 1 large room for test center • 1 student conference room • 1 copy/print room • 1 library • 2 classrooms • 1 laboratory • 1 student lounge • 1 storage room • 1 server room • 1 supply room • 1 IT office 	3 areas used as follows: <ul style="list-style-type: none"> • 1 classroom • 1 laboratory for DA, MA, and Phlebotomy skills • 1 Faculty office 	8 rooms used as follows: <ul style="list-style-type: none"> • 1 open reception area • 5 administrative offices • 1 conference room • 1 secured file room for student records



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Academic Calendar

See Appendix A.

Class Schedules

Our class schedules allow for flexibility with availability of day, evening, hybrid, and weekend schedules for the Nurse Aide program; evening, hybrid, and weekend schedules for the Medication Aide program; day schedules for the Medical Assistant and EKG (Electrocardiograph) Technician programs, and day and evening schedules for the Phlebotomy program. Visit www.midamericanursing.com for schedule breakdown of each class.

Class schedules are subject to change without notice. The Institute reserves the right to postpone a class or classes due to acts of nature, Faculty emergencies, and low enrollment number.

Observed Holidays

Mid-America Nursing & Allied-Health Institute, Inc. is closed for classes on the following holidays:

- New Year's Day
- Easter Sunday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Equal Education Opportunity

Mid-America Nursing & Allied-Health Institute, Inc. provides equal education opportunity for all students irrespective of race, gender, color, disability, religion, ancestry, national origin, socio-economic background, sexual orientation, creed, and marital status. Each student has the right to education and our admission process is non-discriminatory.



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Guarantee of Employment Disclaimer

Mid-America Nursing & Allied-Health Institute is in the business of providing healthcare education to individuals ages 16 and above who wish to pursue careers in healthcare professions. Mid-America Nursing & Allied-Health Institute is not an employment agency and provides no guarantee of employment upon completion of the programs offered. Students may be provided with resources and addresses of healthcare employers within the community where students may visit and seek employment. Arrangements may be made with employers in the area to visit students during the programs to solicit for employment.

Note that some employers may not hire an individual convicted of felony or any misdemeanor. Additionally, some examination boards may deny licensure if an applicant is found guilty of felony or misdemeanor involving an illegal drug offence, or felony conviction for a crime against persons. Mid-America Nursing & Allied-Health Institute does not require background checks and shall not be held liable for any student's inability to secure employment because of felony on the individual's record. You should contact the licensure board of your specific program for clearance if such record exists.

Non-discrimination Policy

The fundamental core values of Mid-America Nursing & Allied-Health Institute, Inc. is to treat all persons with respect and dignity. We value people and recognize the strength in their diversity and inclusiveness in all its activities and functions.

Mid-America Nursing & Allied-Health Institute, Inc. does not discriminate based on race, color, national or ethnic origin, sex, marital status, gender identity or expression, sexual orientation, disability, religion, age, veteran status, or political affiliation in the administration of its educational policies, admissions policies, scholarship, and loan programs (where applicable), or other programs and activities.

Mid-America Nursing & Allied-Health Institute, Inc. does not discriminate in the provision of services, employment practices or engagement of volunteers based on race, color, religious creed, age, marital status, familial status, national origin, ancestry, sex, mental disability, learning disability, lawful source of income, gender identity or expression, sexual orientation, or physical disability, including but not limited to, blindness or deafness.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Right to File Complaint

Mid-America Nursing & Allied-Health Institute Leadership practices an open-door policy. Each student has a right to file tender concerns or grievance. The complaint will be investigated and a response, in writing will be given to the concerned person within five (5) business days. The School Administrator or its designee can provide additional information concerning access to equal education opportunity. Under no circumstances will faculty, of staff threaten to retaliate against anyone student files a complaint.

Students with questions, concerns or complaints should email info@midamericanursing.com. Students will receive response within 24 hours. Formal complaints can also be sent in writing to:

Kansas Board of Regents
Director for Academic Affairs
1000 SW Jackson, Suite 520 | Topeka, KS 66612
Phone 785.430.4287
www.kansasregents.org
Kansas Department of Aging and Disability Services
Director, Health Occupation Credentialing
503 S. Kansas Avenue
Topeka, KS 66603
Phone: 785-296-6647
Fax: 785-296-3075

Programs Offered

<input type="checkbox"/> Nurse Aide Program.....	90 clock hours
<input type="checkbox"/> Medication Aide Program.....	75 clock hours
<input type="checkbox"/> EKG (Electrocardiograph) Technician	40 clock hours
<input type="checkbox"/> Phlebotomy Program	90 clock hours
<input type="checkbox"/> Medical Assistant	640 clock hours
<input type="checkbox"/> Dental Assistant.....	940 clock hours

Note: The Nurse Aide program and Medication Aide program are both offered in a Blended format.



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Continuing Education Classes

- | | |
|---|-----------------|
| <input type="checkbox"/> CNA Refresher/NATCEP Task Checklist..... | 10 clock hours |
| <input type="checkbox"/> CMA Update..... | 10 clock hours |
| <input type="checkbox"/> BLS/CPR..... | 2.5 clock hours |

Definition of Credit Hour:

One clock hour = 60 minutes which consists of 50 minutes classroom/lab/and or clinical instruction, and one 10-minute break.

Definition of a Credit Hour:

One credit hour = 10 clock/contact hours

Policy for Credit Hour Transfers and Advanced Standing Examination

Mid-America Nursing & Allied-Health Institute shall, unless approval is granted for degree programs in the future, offer certificate of completion and diploma programs in accordance with the Kansas Board of Regents guidelines. Credit hour transfers and advanced standing examination will be considered by the school administrator when applicable.

Transfer of Credits to or from Other Schools

Mid-America Nursing & Allied-Health Institute will consider credit or clock hours from other schools when applicable. It is the responsibility of the student to ensure that the receiving school will accept credit or clock hours for courses from Mid-America Nursing & Allied-Health Institute. MANAHI does not currently accept credit for experiential learning or advanced placement.



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Program Tuition (excludes students' out of pocket cost. Details included in each Program Handout)

<input type="checkbox"/> Nurse Aide Program.....	\$825.00
<input type="checkbox"/> Medication Aide Program.....	\$850.00
<input type="checkbox"/> EKG (Electrocardiograph) Technician.....	\$820.00
<input type="checkbox"/> Phlebotomy Program	\$1400.00
<input type="checkbox"/> Medical Assistant	\$7000.00
<input type="checkbox"/> Dental Assistant.....	\$9,700.00

Miscellaneous Fees (where applicable)

<input type="checkbox"/> Make-up Hours.....	\$40/hour
<input type="checkbox"/> Tutoring	\$40/hour
<input type="checkbox"/> Remediation/Repeat of a Course.....	Full Tuition
<input type="checkbox"/> Nurse Aide & Medication Aide Exam Retake.....	\$40

In the event of student withdrawal or dismissal from any program, tuition and fees will be refunded according to the Tuition Refund and Enrollment Cancellation Policy.

Tuition Payment Method

Payments are accepted in cash, money order, debit card or credit card, Cashier's checks, Corporate checks, and personal checks. All debit and credit card payments are subject to merchant credit card fee applicable at time of purchase. Note that personal checks are considered pending until cleared by the bank. If personal checks are returned, the student will be subjected to a \$50 fee. Full payment of the tuition in this instance will require payment by Cashier check, Money Order, or cash.



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Payment Plans

Mid-America Nursing & Allied-Health Institute, Inc. offers payment plans to help students meet their educational expenses. This is not a loan and does not involve credit check or interest fees. Students are encouraged to remain current with their scheduled payments. Students failing to meet their payment plan commitment will not be allowed to attend a lecture, lab, and or a clinical rotation until the financial obligation is fulfilled. The Attendance Policy will apply if a student fails to attend class due to defaulting in payments.

Private Loans/Corporate Sponsor:

Students may seek financial assistance from their employers, or other sponsors.

Government Agency Sponsors (GI Bill, WIOA, DCF, KHPOP)

Eligible students sponsored by these agencies receive full or partial payment depending on the program. Students attending programs not fully sponsored by these agencies will be responsible for the payment of balance not covered. Payment plan may be offered to students on as needed basis.

Tuition Refund and Enrollment Cancellation Policy

THE INFORMATION SUPPLIED IN THIS HANDBOOK IS BASED UPON CONDITIONS AT THE TIME OF PRINTING AND ALL LISTED FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

Mid-America Nursing & Allied-Health Institute reserves the right to cancel any course section in which there is inadequate number of enrollees. Refunds are available to students who make their request in person at the administrative office. 100 percent refund will be given if the student meets one of the following criteria:

- The course is canceled by Mid-America Nursing & Allied-Health Institute
- The student drops on or before midnight of the first day of class.

In addition to the two criteria listed for 100% refund (page 18), Mid-America Nursing & Allied-Health Institute shall implement the refund policy stipulated under Kansas Board of Regents K.A.R 88-28-2(a) (9) guideline stated below:



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- i. All advance monies, other than an initial, nonrefundable registration fee, paid by the student before attending class shall be refunded if the student requests a refund in writing, within three days after signing an enrollment agreement and making an initial payment.
- ii. For institutions collecting a nonrefundable initial application or registration fee, the student shall be required to sign a written statement acknowledging that the initial application or registration fee is nonrefundable. This statement may be a part of the enrollment documents, as described in K.A.R.88-28-7.
- iii. Each student who has completed 25 percent or less of a course and withdraws shall be eligible for a pro-rata refund. The completion percentage shall be based on the total number of calendar days in the course and the total number of calendar days completed. After a student has attended at least 25 percent of the course, tuition and fees shall not be refundable.
- iv. All monies due to a student shall be refunded within 60 days from the last day of attendance or within 60 days from the receipt of payment if the date of receipt of payment is after the student's last date of attendance; and
- v. For institutions with programs consisting of fewer than 100 clock-hours, refunds may be calculated on an hourly, pro rata basis.

Cancellation and Refund Policies for Title IV Programs

Mid-America Nursing and Allied Health Institute is currently not positioned to provide federal grants, loans, and work study programs.

Disclosure of Program Languages

Mid-America Nursing & Allied-Health Institute only provides curriculum taught only in the English language.



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Academic Support/Career/Student Services

Academic support and career advising will be available to students on as needed basis. Faculty and staff will make resources available in the library for students to access and enhance their learning opportunities. Peer tutoring will be encouraged especially during lab/clinical sessions.

For students who are advanced in their understanding of the subject matter to providing learning assistance to those who are less advanced. Faculty will also be available during and after lectures to mentor students who need extra time.

An aspect of the career services will include providing students with soft skills training like dressing for success, mock interview, and preparation for job interviews. This support service is not intended to be a guarantee for job placement or connecting graduates to job opportunities but to empower graduates with tools to successfully gain employment with future employers.

Academic Counseling

Academic Counseling is available to students on as needed basis. Faculty members are available at the end of each class to counsel and assist students. The Administrator is also available to discuss with students their concerns and challenges and to assist in designing a plan toward achieving their academic growth.

Financial Counseling

The Financial Office is open Monday thru Friday from 12pm-6pm to assist students with financial concerns and issues.

Technology/Library Use

To ensure a safe, first class teaching/learning environment, as well as encourage respect for the uniqueness of others, the following policies with respect to the use of technology communication tools will be adhered to:

- Mobile/cellular telephones must be placed on a silent mode or turned off during classroom, clinical and laboratory sessions. Failure to follow this policy may result in the immediate removal of the student from the specified setting.
- Should the clinical facility have a specific policy in place, which governs the use of mobile/ cellular telephones, it may be necessary to turn the telephone off.
- Books can be borrowed from the library. These must be returned intact and in good condition, or the student will be charged for the cost of the book.



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Laboratory Policy

The laboratory is for the use of Mid-America Nursing & Allied-Health Institute students and faculty only; no children are permitted. No eating, drinking, or smoking is allowed in the labs. The student study room has a small library of journal, magazines, and textbooks. These are all to be used in the library and cannot be checked out.

The laboratory is open Monday-Friday from 12p.m. to 3p.m. Any student needing to use the laboratory for practice must inform Student Services personnel of any equipment that they need to practice. Faculty may be available for questions and supervision.

Faculty

Mrs. Susan Omare, MBA/HCM, MSc-HCQ, BSN, RN, B.Sc.-IT: President & Founder/CEO (Full time Faculty).

Mid-America Nursing & Allied-Health Institute is owned by its founder, Mrs. Omare – an accomplished IT and healthcare professional. Prior to joining the healthcare industry in 2015, she had 10 years of distinguished career managing multiple large-scale projects simultaneously, meeting critical project deadlines, and delivering multi-million-dollar enterprise software applications in robust, reliable, scalable IT architecture for Career marked by planning and launching software solutions for Verizon that supported core organizational functions, optimized/streamlined business processes, and drove multimillion-dollar cost savings.

An entrepreneur, healthcare administrator and a practicing Registered Nurse and COVID 19 Responder she has passion for patient safety, infection control, quality management, OSHA, HIPAA & CMS Standards, and education. She has demonstrated broad-based strengths and accomplishments in project/program management, vendor contract management, infection control services, quality and corporate compliance, continuous process improvement, requirement analysis compliance, and much more. Education include the following:

- The George Washington University School of Medicine and Health Sciences
 - Dual Master of Science/ Health Care Quality degree – M.Sc./HCQ
- MidAmerica Nazarene University School of Nursing
 - Accelerated Bachelor of Science in Nursing (A-BSN)
- University of Phoenix at Dallas
 - Dual Master of Business Administration/Health Care Management degree – MBA/HCM
- University of Phoenix at Dallas
 - Bachelor of Science in Information Technology (B.Sc.-IT)
- Richland College Dallas



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- Certified in Health IT Implementation Management, Focus on Meaningful Use, Workflow Design, and EHR Implementation
- The George Washington University School of Business
 - Diploma in Project Management
- Midland College - Nursing Facility Administrator Training
- University of California at San Francisco
 - Certificate in Clinical Problem Solving
- Vanderbilt University
 - Certificate in Leading Strategic Innovation in Organizations
- Member of American College of Healthcare Executives

Mrs. Omare has full responsibility for the Institute providing visionary leadership, and strategic planning to ensure the success of the Institute.

Mrs. Susan Watson, MSN, RN, CNA/CMA Adj Faculty (Part-Time)

Mrs. Watson graduated from the University of Missouri, Columbia, Missouri. She received a degree in the Master of Science Nursing, Clinical Nurse Specialist (CNS) track. She continues to belong to MU Honor Society of Nursing, Sigma Theta Tau International, Alpha Iota. Later on, she received a certificate as a Master's Nurse Educator from Missouri State University, Springfield, Missouri.

She also continues to belong to their honor Society of Nursing, Sigma Theta Tau International, Theta Lambda. Over the years she has been very involved in advancing the career of individuals in the health care field. From 2012 – 2020 she was the director at the Charles McCann Vocational Technical School Postsecondary Practical Nurse Program, North Adams, MA. She retired as director in 2019 and remains a nursing consultant.

From 2002-2012 she taught at Southwest Baptist University/St. John's College of Nursing (Now called Southwest Baptist University: Mercy College of Nursing and Health Sciences). She was an Associate Professor in the Associate Degree Nursing Program. During that time, she received the Nurse Educator of the Year of Southwest Missouri award in 2009. Mrs. Watson is an avid reader. She enjoys reading mysteries. She also enjoys flower gardening. Since she has moved to Raytown, Missouri she has started a perineal flower garden at her new home. Another of her hobbies is bird watching. Her flower gardens have many bird feeders that she can observe from her window.

Mr. John Powers - AOS, RMA, CPT, CET: Program Director Medical Assistant, Phlebotomy, EKG (Electrocardiograph) Technician/Faculty (Full time)



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Mr. Powers received his training as a Navy Corpsman stationed with the Marines and served in the first Gulf War. John attended the US Naval School of Health Science- Hospital Corpsman School and Field Medical Technician School. Since then, he attained certifications in; Medical Assisting, Phlebotomy and EKG as well as earning an Associate of Science in Health Administration Services at Colorado Technical University. He is a passionate educator who has been changing lives for 19 years. In addition to his love for cats, John is also a music producer and runs his own record label. Mr. Powers brings over 30 years of experience and perspective to the table.

Mrs. Ashli Gill, MBA: Program Advisor/Adjunct Faculty (Part-Time)

Mrs. Gill a management consultant who has spent her career in the field of healthcare. She has had the honor of contributing her knowledge and skills to dental offices for over 20 years. She is a Dental Practice Administrator and Compliance and Ethics Manager for both single and multi-location dental and medical practices. The field of dentistry has been the center of her working career, but her education and skills have led her to offer smart solutions to many teams in the dental/medical profession. Her love of the healthcare field and drive to always improve the doctor patient relationship, as well as the relationship of the health care team and community has led her to master compliance, ethics, human resources and practice management/administration through speaking and consulting. Mrs. Gill offers her invaluable hands-on experience in the field combined with her formal education in Accounting, Management, and Human Resources. She completed her Master's Degree in Business Administration, Health Care Management in October 2017. She is currently a member of the American College of Healthcare Executive where she anticipates completing her fellowship in 2021 as well as the Medical Group Management Association. Mrs. Gill joins the team and hopes to be impactful in enriching the Dental Assistant program.

Dr. Talence Kasiyamhuru, D.D.S.: Adjunct Faculty – Part-Time

Dr. Kasiya received her BA in medical technology from Wartburg College in Iowa and worked as a Clinical lab scientist before earning her Doctor of Dental Surgery from the University of Iowa College of Dentistry in 2006. She moved from Iowa in 2006 and began practicing dentistry in the Kansas City area, working for different dentists as an associate dentist. She also practiced dentistry in homes that house troubled kids, and rural and inner-city schools in Kansas and Missouri. Dr. Kasiya opened her practice in May 2007 in the Overland Park area.

She continues to work in the community and has worked with the Kansas Mission of Mercy, giving free dental care to the underserved. Her love for community service and teaching brought



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her to MANAHI. Dr. Kasiya is aware of the need for professional dental assistants and is happy to be a part of the team to assist in overseeing the dental assistant program and help move the program to greater heights.

Administrative Staff

Mr. Michael Rohrer - Manager, Office Operations/Student Services (Full time)

Michael is currently a student at the University of Kansas working towards a B.A. in Psychology. Previously an Accounting major for two years, Michael decided to switch to Psychology in the Fall of 2019 after discovering his passion for the science of human behavior within the workplace. After graduation, he plans to continue his education and obtain an M.A. in Industrial-Organization Psychology. Michael has over 5 years of managerial experience and has worked in a variety of fields, including Business Administration, Retail, Grocery, Financial Advising, and Student Services. Outside of his professional life, Michael loves to play basketball, watch movies, discover new music, and play guitar. He has lived in the Kansas City area for his entire life and has a strong love for the city and its community. Michael hopes to be a long-term member of the Mid-America Nursing family and apply his higher education to his work at the Institute.

Ms. Vera Lim – Administrative Assistant (Full time)

Vera's bio - Vera was born in Georgia and grew up in Missouri. After graduating high school, she moved to Austin, Texas where she lived there for 3 years. In the last year, she moved to Grain Valley, Missouri to be closer to family. In her free time, she enjoys reading, live music, and spending time with her pets.

Ms. Amanda Parnell – Administrative Assistant/ Student Services (Full time)

Amanda has three years of healthcare experience as a Direct Support Professional in residential services for adults living with developmental disabilities and brings over four years of administrative experience to the table. Amanda grew up in a small Missouri village, and has recently moved to Kansas City, Kansas. Professionally, she plans to stay in administration for the foreseeable future. In her free time, she enjoys indoor gardening as well as making music and art.



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Approved Programs:

Kansas Nurse Aide Program

Admission Requirement/Curriculum

The Nurse Aide training program at Mid-America Nursing & Allied-Health Institute is 90 clock hour program designed to be flexible and comprehensive at the same time. Enrollment is open to individuals ages 16 (with written parental approval) and above looking to pursue career as health care professionals. Being a Nurse Aide lays the foundation to a successful career in health care and provides employment opportunities while completing degree programs in nursing or other medical professions. The curriculum includes the following core learning topics, in addition to the Kansas approved course curriculum:

- Safety in Patient Care Delivery
- Mobility using assistive devices
- Nutrition and Diet Education
- Care of Resident's Space
- Body Mechanics and Human Anatomy
- Taking Vital Signs – Blood pressure, respiration, pulse – the manual way
- Communication Skills in a healthcare setting
- Assisting residents with Activities of Daily Living (ADL)

To enroll in the Nurse Aide course, the student must have current TB records with negative result, CPR card and other necessary supplies such as gait belt and blood pressure (BP) kit.

The classes run from 14-week days (2 weeks) for the accelerated class, four (4) weeks for the hybrid class, six (6) weeks for the Monday to Wednesday weekday evening class, and six (6) weeks for the Saturday and Sunday weekend class. Our training offers hands-on laboratory skilled and clinical rotations at nursing communities under the supervision of the assigned Faculty. Students will have the option to select classes that suit their schedules. Upon completion of the Nurse Aide program, students will be awarded Certificate of Completion in line with the Kansas Board of Regents' Regulatory requirement and be ready to take the Kansas State Certified Nurse Aide Examination.

Program Delivery: Blended

Admission Requirements



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- 16 years and above – (age 16 & 17 with written parental/Guardian approval)
- Valid State ID/SSN
- CPR (BLS for Health Care Provider (AHA) – (We provide CPR training for additional fee if needed). Online CPR classes are not acceptable.
- Complete Admission Package
- Negative TB Test Result (skin test, Chest X-Ray of blood work)
- Negative COVID 19 test result (testing provided free at Institute)
- Plain black scrub set
- Attend course Orientation (orientations will be on the Friday before course start date unless otherwise indicated).
- Tuition and fees – \$825 (include State Exam fee, Book, and Lab Supplies)
- \$100 to hold your spot (non-refundable with no-show to class). Payment plans available only for the six (6) week classes.

Students may qualify for Kansas Workforce KHPOP, or MO Full Employment Council (FEC) financial assistance.

All admissions documents must be presented on or before the first day of class.

Tuition Breakdown for Nurse Aide Program

Item	Costs included in the tuition	Estimated Out of Pocket Costs (required)
Tuition	\$700	
Lab Supplies, book & State Exam fee	\$125	
CPR		\$65
Plain black scrub set		\$45
TB		\$29
Total	\$825	\$139

State Exam Registry

Student will be eligible to take the state exam upon successful completion of the course. The state test is timed and contains 100 multiple-choice questions. A score of at least 75 correct answers constitute a passing score. Each trainee has two (2) hours to complete the test.

Students with physical disability, learning disability, or psychological disability that may require a reasonable accommodation to take the state test should discuss such a need with Student Services.



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Student may request additional time (up to 2 hours) and may have the test read to them – subject to KDADS approval. The state test is available in only the English language. **NOTE:** Any candidate for whom English is a second language may use a bilingual language dictionary during the state test. Computer dictionaries and medical dictionaries are prohibited. This need should be discussed with Student Services during the admission process.

Students shall have no more than two (3) attempts within 12 months after the beginning date of the course to pass the state test. If the student does not pass the test within 12 months period, the student shall retake the course.

Certified Nurse Aide (CNA) Refresher – Continuing Education

Admission Requirements/Curriculum

The Certified Nurse Aide Refresher is designed for CNAs who did not meet the KDADS requirement to work at least at least eight (8) hours in the preceding 24 months as stipulated. The Refresher course consists of either five (5) hours of didactic, and five (5) hours of lab/clinical hours, or skills check-off by a Registered Nurse (RN) using the NATCEP Task Checklist provided by Kansas Department of Aging and Disability Services (KDADS).

Upon completion of either the 10-hour class or demonstration of skills using the NATCEP Task Checklist, the individual's documentation is completed and sent to KDADS for certificate renewal.

Tuition Breakdown for CNA Refresher/NATCEP Task Checklist Class

Item	Costs included in the tuition	Out of Pocket Costs(required)
Tuition	\$175.00	\$0
Total	\$175.00	\$0

Students may qualify for Kansas Workforce KHPOP, or MO Full Employment Council (FEC) financial assistance.

All admission documents must be presented on or before the first day of class

Program Delivery: Residential



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Kansas Medication Aide Program

Admission Requirements/Curriculum

The Medication Aide training program is a 75-clock hour program that is designed to enrich students with the knowledge and skills to be successful as medication aides upon completing the course and passing the State examination. The role of a Medication Aide is to ensure that clients in nursing communities receive their prescribed medication therapy as outlined by the prescribing physician and nursing community protocols. The Medication Aide administers medication under the supervision of a Registered Nurse (RN), or Licensed Practical Nurse (LPN) and works with other care team members like the Nurse Aide. Course Topics covered include but are not limited to:

- Medication Administration Methods
- Medication Compliance
- Infection Control
- Drug References
- Basic Anatomy and Physiology of body systems
- Common Diseases and Medication Related Treatments

The course runs from four (4) to six (6) weeks in training that includes laboratory and clinical skills in nursing communities located in Kansas under the supervision of experienced Registered Nurses. There are three class offerings:

- Hybrid class runs for four (4) weeks and is a mix of online lectures, one lab session, and three (3) days of clinical rotations at nursing communities.
- Weekday Evening class runs for six (6) weeks on Thursdays and Fridays.
- Weekend class run for six (6) weeks on Saturday and Sunday mornings.

Students will have the option to select classes that suit their schedules.

Upon passing the course, students will be awarded Certificate of Completion and be ready to take the Kansas State Medication Aide Certificate Examination to become Certified Medication Aide only in Kansas.



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Admission Requirements

- 18 years and above
- Valid State IDs/SSN
- Active Kansas CNA Certificate
- Complete Admission Package
- Attend course orientation (orientations will be on the Friday before course start date).
- Plain black scrub set
- CPR (BLS for Health Care Provider (AHA). – (We provide CPR training for additional fee if needed). Online CPR classes are not acceptable.
- Copy of Negative TB Result (Skin test, Chest X-Ray or Blood work).
- Negative COVID 19 test result (testing provided for free at Institute)
- Tuition and fee– \$850 (includes State Exam fee, Curriculum, and Textbook)
- \$100 to hold your spot (non-refundable with no-show to class). Payment plans available only for the six (6) week classes.
- Reading Assessment.

Students may qualify for Kansas Workforce KHPOP financial assistance program.

All admission documents must be presented on or before the first day of class.

Program Delivery: Blended

Tuition Breakdown for Medication Aide Program

Item	Costs included in the tuition	Estimated out of Pocket costs (required)
Tuition	\$750	
Curriculum/Textbook	\$60	
CPR		\$65
TB		\$29
State exam	\$40	
Scrubs		\$45
Total	\$850	\$139



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State Exam Registry

Student will be eligible to take the state exam upon successful completion of the course. The state test is timed and contains 85 multiple-choice questions. A score of at least 65 correct answers constitute a passing score. Each trainee has one and one-half hours in which to complete the test. The test is designed to measure knowledge in the following areas: current drug classification, action, use, side effects, adverse reactions, interactions, and nursing care for medications used to treat commonly recurring health conditions affecting body systems, administering prescribed medications, and monitoring oxygen therapy and applying nonsterile dressings, legal, ethical and current practice, communication, and documentation.

The student will have 90 minutes to complete the test. Any candidate who has a physical disability, learning disability, or psychological disability that may require a reasonable accommodation to take the state test should discuss such a need with Student Services. The candidate must have performed in a satisfactory manner in the didactic/classroom/theory and lab/clinical settings of the course, and successfully completed the performance evaluations. The candidates may not have the test read to them. No oral tests are allowed for the medication aide tests. The student must demonstrate reading ability to be allowed to enroll in the course. The state test is available in only the English language. **NOTE:** Any candidate for whom English is a second language may use a bilingual language dictionary during the state test. Computer dictionaries and medical dictionaries are prohibited.

Students shall have no more than two (2) attempts within 12 months after the beginning date of the course to pass the state test. If the student does not pass the test within 12 months period, the student shall retake the course. The number of times the student may retake the course shall be unlimited.

Employment eligibility/Certificate Renewal

CMAs are eligible for employment for 24 months following the date the certificate is issued. They must maintain current eligibility for employment as a CNA to work as a CMA. To remain eligible to work as a CMA, the CMA must complete ten (10) hours of continuing education as specified in KAR 28-39-169c. The successful completion of the continuing education will allow the CMA to be eligible to work an additional two years.



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The CMA must take a continuing education course within every two-year period to remain eligible to work. If the certificate lapses, the CMA has a one-year period (from the expiration date of the certificate) in which to take a continuing education course to reinstate the certificate. The CMA may not work if the certificate has expired. After the certificate has been expired for one year, the CMA must successfully pass the 75-hour course and test to become eligible for employment.

Mid-America Nursing & Allied-Health Institute offers CMA Update course.

Certified Medication Aide (CMA) Update Continuing Education Program

Admission Requirements/Curriculum

The Certified Medication Aide (CMA) class is for any person who has been certified as a medication aide in Kansas, and as specified in K.A.R.26-50-30 and wants to maintain the certificate. The CMA requirement is for the certificate to be renewed every two (2) years before the medication aide's certification expires. The CMA Update focuses on review 1) classes of drugs and new drugs, 2) new uses of existing drugs, 3) methods of administering medications, 4) alternative treatments including herbs and their potential interaction with traditional drugs, 5) safety in the administration of medications, 6) documentation. The CMA Update class is a 10-clock hour class offered online. Upon completion of the 10-hour class, the individual's verified documentation is sent to KDADS for certificate renewal.

Tuition Breakdown for CMA Update Class

Item	Costs included in the tuition	Out of Pocket Costs(required)
Tuition	\$125.00	\$0

Students may qualify for Kansas Workforce KHPOP, or MO Full Employment Council (FEC) financial assistance.

All admission documents must be presented on or before the first day of class

Program Delivery: Blended



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Phlebotomy Program

Admission Requirements/Curriculum

The Phlebotomy program is where future Phlebotomists can get their comprehensive training at affordable rates. The Phlebotomist of today assist in clinical or laboratory settings to obtain blood samples as ordered by the physician or other qualified healthcare practitioners for diagnostic purposes. Our program is aimed at producing skillful Phlebotomy Technicians who perform delegated duties within the scope of phlebotomy practice as defined by the American Society of Pathologist (ASCP), National Health Association (NHA), and National Association for Health Professionals (NAHP).

As Phlebotomy Technicians, students will need to improve on dexterity and communication skills. Student will also be coached in proper blood draws from clients, interpreting blood drawing orders from physicians, laboratory specimen handling protocol and other essential topics related to the Phlebotomy profession. The phlebotomy program is a 90-clock hour program that is completed in five (5) weeks for the daytime class and eight (8) weeks for the evening class.

Course outline includes the following:

- Phlebotomy Fundamentals
- Safety and Compliance
- Patient Preparation
- Routine Blood Collections
- Special Collections
- Processing Specimens

The Phlebotomy course is a practical, hands-on training through use of demonstration and skills practice. Students will be required to practice on each other to gain real world experience. Upon completion of the Phlebotomy program, students will be awarded Certificate of Completion.

Options for Certification examination:

- The National Healthcare Association (NHA)
- National Association of Health Professionals-NAHP certification exams can be taken after completion of the program and the required number of blood draws are accomplished.



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Students also have an option to complete 100 clinical hours in a healthcare facility to become eligible to take the American Society of Pathologist-ASCP Phlebotomy Tech exam. The exam requirements are 100+ blood draws and 100 clinical hours. Students will be assigned to available clinical sites locations based on a first come first serve once requirements are met. Students are responsible for the cost of the study materials and exam fees for any of the certification options.

Admission Requirements

- 18 years and above
- Valid State IDs/SSN
- CPR (BLS for Health Care Provider (AHA) – (We provide CPR training for additional fee if needed). Online CPR classes are not acceptable.
- High School Diploma or GED Equivalent
- Admission interview/Complete Admission Package
- Plain black scrub set
- White Leather or Pleather sneakers
- No long or artificial nails per OSHA and program requirements
- TB skin test/Negative Chest X-Ray
- Negative COVID 19 test result (testing provided for free at Institute)
- Tuition \$1400 (includes textbook, and lab supplies)
- \$100 nonrefundable registration fee. Three (3) affordable payment options If not paying in full.

Students may qualify for Kansas Workforce KHPOP, or MO Full Employment Council (FEC) financial assistance.

All admission documents must be presented on or before the first day of class.

Program Delivery: Residential



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Tuition Breakdown for Phlebotomy Program

Item	Costs included in the tuition	Estimated out of Pocket Costs
Tuition	\$950.00	
Textbook Bundle and NHA Study Guide	\$130.26	
Lab Supplies	\$319.74	
CPR		\$65.00
National exam fees/review materials (approx.)		
NHA		\$117
NAHP		\$125.00
ASCP		\$135.00
Scrubs		\$45.00
Total	\$1,400.00	

Medical Assistant Program

Admission Requirements/Curriculum

A Medical Assistant performs administrative and/or clinical tasks to support the work of physicians, nurse practitioners, physician assistants, and other health care professionals in the delivery of primary health care and patient care management.

The Medical Assistant program provides students with real-world clinical skills that are essential to working in the modern medical office. An applied learning approach to the MA curriculum is threaded throughout each module to help you further develop the tactile and critical thinking skills necessary to assist with diagnostic procedures, facilitate examination and treatment of patients in a medical office practice, perform limited procedures, schedule diagnostic tests and consults, maintaining patient clinic record, and effectively support physicians, nurses, and other interdisciplinary team members.

Students will be prepared to assist medical office practitioners in administering therapeutic shots/immunizations, performing lab testing and specimen collection, blood draw using phlebotomy skills, performing patient/client data entry procedures, and customer service skills.

Students are grounded with solid understanding of fundamentals of medical assisting, laboratory procedures, anatomy, clinical front office management, communication skills, cardiopulmonary and EKG, nutrition and immunology, phlebotomy, medical terminology, first aid applications and cardiopulmonary resuscitation (CPR) training.



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The program is 36 weeks or 640 clock hours which includes 160 hours of supervised practicum in a clinic setting. The 160-hour practicum is a free clinical rotation with no financial remuneration.

Students will join the weekday class for the first five (5) weeks which will be Tuesdays and Thursdays 8am-5pm. Once the module is complete, move to a Monday and Wednesday 8am-5pm schedule for the remainder of the course which is 31 weeks including externship.

The program provides students with the clinical, technical, and professional skills they need to be successful in the healthcare industry. Upon completion of the 36 weeks program, students will have the administrative and clinical knowledge of proficiency required of the medical assistant professional and will be prepared to take the National Certification examination through the National Healthcare Association (NHA). The application and examination fee for National Certification exam is an out-of-pocket cost for this program.

Upon completion of the MA program, students will be awarded Diploma in Medical Assisting and be ready to take the National Certification Examination.

Admission Requirements

- 18 years and above
- Valid State IDs/SSN
- High School Diploma or GED
- Admission interview/Complete Admission Package
- CPR (BLS for Health Care Provider (AHA) – (We provide CPR training for additional fee if needed). Online CPR classes are not acceptable
- Plain black scrub set
- TB skin test or Negative Chest X-Ray result (optional)
- Negative COVID 19 test result (testing provided for free at Institute)
- Tuition \$7,800.00 (includes Textbook Bundle and Lab Supplies)
- \$100.00 registration fee. Nonrefundable fee to hold your spot.

Student out of pocket expenses:

- National Certification Exam Fee
- National Exam Study Materials and Practices
- BLS for Healthcare Providers from AHA
- Scrub set



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Payment options: Down payment of \$2500 with six (6) payment plans for the duration of the course. Students may qualify for Kansas Workforce KHPOP, or MO Full Employment Council (FEC) financial assistance.

All admission documents must be presented first day of class and no later than the first week of class.

Program Delivery: Residential

Tuition Breakdown for Medical Assistant Program

Item	Costs included in the tuition	Estimated out of Pocket Costs
Tuition	\$7,000.00	
Test Book Bundle	298.85	
Lab Supplies	\$501.15	
Blood Pressure Kit		\$65
CPR/BLS		\$65.00
NHA Study Guides & Exam		\$229.00
Scrubs		\$45.00
Total	\$7,800.00	\$404.00



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EKG (Electrocardiograph) Technician Program

Admission Requirements/Curriculum

The EKG (Electrocardiograph) Technician program is a 40-hour course that meets on Fridays, eight (8) hours for a total of five (5) weeks. The EKG Technician administers and interprets EKG tests in a variety of clinical settings including hospitals and physicians' offices. The Certified EKG Technician (CET) prepares and educates patients prior to collecting valuable diagnostic data that is used by the physician to determine cardiovascular functions/rhythm.

EKG (Electrocardiograph) Technician program provides students with the real-world clinical skills that are essential to working in the hospital environment and physicians' offices to monitor the electrical conduction of the heart; prepare the patient for stress testing and be able to apply Holter monitors. Each student will be prepared to assist physicians in proper placement of EKG lead using their knowledge of 3-lead, 5-lead or 12 lead electrodes on patients.

The curriculum is hands-on where students work with each other in lab to demonstrate EKG lead application. Students will be grounded with solid understanding of human anatomy, EKG theory, EKG application and monitoring, stress testing, and infection control, patient care and HIPPA rule/confidentiality. The program provides students with the clinical, technical, and professional skills they need to be successful in the health care industry. Upon completion of the four (4) weeks program, students will have the clinical knowledge and proficiency required of the EKG Technician and will be prepared to take the National Certification examination through the National Healthcare Association (NHA). The application and examination fee for National Certification exam is not included in the tuition for this program. Upon completion of the EKG (Electrocardiograph) Technician program, students will be awarded Certificate of Completion and be ready to take the National Certification Examination.

Admission Requirements

- Complete admission package
- Valid State ID and SSN
- Plain Black Scrub set
- High School Diploma/GED
- Negative COVID 19 test result (testing provided for free at Institute)
- Tuition \$816.00 – includes:
 - NHA hardcopy study guide
 - Lab supplies
- \$100 registration fee (non-refundable with no-show to class).
- Full payment on first day of class.



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All admission documents must be presented on or before the first day of class.

Program Delivery: Residential

Tuition Breakdown for the EKG (Electrocardiograph) Technician Program

Item	Costs included in the tuition	Out of Pocket Costs
Tuition	\$650.00	
Textbook/Lab supplies	\$100.00	
NHA Study guide and shipping	\$70.00	
NHA Exam Fee		\$117
Total	\$820.00	\$117



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Dental Assistant Program

Admission Requirements/Curriculum

The Dental Assistant program is a 10-month (42 weeks) program broken into 640 hours didactic/lab hours and a 300-hour externship. Enrollment is open to individuals 18 years of age with a high school diploma or GED equivalent. This program is set up with 8 Modules of five (5) weeks for each Module. Modules 1 and 2 will meet on Tuesdays, Thursdays, and Fridays 4p.m. to 9:30p.m. Upon completion of Modules 1 and 2, students will transition to class times of Mondays and Wednesdays 3p.m. to 7p.m. for the didactic portion and Tuesdays and Thursdays from 7a.m. to 1p.m. for the clinic portion of the course. Students may visit dental office practices during the course and upon completion of each Module to complete some of the required 300 contact externship hours. This will enable students to have opportunities for real world exposure and an understanding of actual dental practice processes and procedures.

The Dental Assistant works in various settings to assist the dentist in the treatment area with responsibilities that include but not limited to seating and preparing for patients; charting; instituting infection control procedures; mixing and passing dental materials; assisting the dentist during procedures; ensuring patient comfort; exposing and processing radiographs; pouring and trimming models, as well as performing other laboratory procedures; providing patient education; providing postoperative instructions to patients; overseeing inventory control and ordering dental supplies; ensuring compliance with regulations of the Occupational Safety and Health Administration (OSHA).

Our Dental Assistant program will provide students with the real-world didactic and clinical skills that are essential to working in modern dental offices. An applied learning approach to the DA curriculum is threaded throughout each module to help students further develop the tactile and critical thinking skills necessary to effectively support the dentist in any dental setting. Students will learn the leading skills of modern clinical dental assisting armed with chairside and expanded function dental assisting knowledge gained in the classroom and the dental laboratory.

Students will complete the course with the clinical, technical, and professional skills they need to be successful in any dental practice. Upon completion of the program which includes a 300-hour externship, students will have the professional, clinical knowledge and proficiency required of the dental assistant professional.

Upon completion of the Dental Assistant program, students will be awarded Diploma in Dental Assisting and will be eligible to take the ICE (infection control) and RHS (radiation health and safety) national exams to begin the pathway to become a Certified Dental Assistant (CDA).



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These exams will be taken with the National Dental Assisting National Board (DANB). After working in the dental field for 3,500 hours, the final exam component GC (general chair side assisting) will be taken and upon successfully passing all exams, the CDA will be issued through DANB.

Admission Requirements

- 18 years of age
- High School Diploma or GED equivalent
- Valid State IDs/SSN
- Plain black scrub set
- Admissions Interview/Complete Admission Package
- TB Skin Test or Negative Chest X-Ray Result
- Negative COVID 19 test result (testing provided for free at Institute)
- Hepatitis B Vaccination
- Cost of Program Includes: \$10,500.00 (includes books and lab supplies)

Payment options: \$100 Registration fee (non-refundable) to hold your spot in the class. The registration fee is not required. Down payment of \$2500 with six (6) payment plans for the duration of the course.

Students will be responsible for the cost of scrub, lab jacket, CPR/BLS training, Certification examination fees.

Program Delivery: Residential

Tuition Breakdown for Dental Assistant Program

Item	Costs included in the tuition	Out of Pocket Costs not including Certification exams
Tuition	\$9,700	
Textbook Bundle	\$211.36	
Lab supplies	\$588.64	
CPR/BLS		\$65
Scrubs		\$90.00
Total	\$10,500	\$155.00



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Evaluation/Completion Requirement

Students must achieve a score of 75% or above in class course work prior to start of clinical rotations. **Students taking a test at a time other than the scheduled time will automatically lose 10 points on their test grade.**

Attendance Policy

Knowing that students have responsibilities that weigh heavily on their time, they will be required to discipline themselves as it relates to attendance. In a technical training program, every student is expected to attend 100 percent of the time. One unexcused absence may be allowed depending on the circumstances. A second absence will result in a drop of the program. **IN CASE OF AN ABSENCE, THE STUDENT IS EXPECTED TO CONTACT THE FACULTY.** The student is responsible for all assignments missed while absent. The student must discuss such work with the Faculty and should do so immediately upon returning to school. Communication between student and Faculty is most important and it is the students' responsibility to initiate such communication. If the student does not appear at the prearranged time for make-up work, the right to make up that work is forfeited.

Classroom Policy

The use of electronic device (mobile phones, pagers, etc.) is prohibited in all classrooms. Students caught using electronic devices during class will be asked to leave class for the remaining class period. Student dismissed from class due to violation of this policy may not make up the time lost, and such hour will count towards the student's total number of hours absent.

The use of internet and/or PC's during class time is subject to the Faculty's approval. Students not following this policy will be asked to leave class for the remaining class period. These hours may not be made up and will count towards the student's total number of hours absent.

Drinks are allowed in the classrooms if such drink is in a spill-proof container. Students are expected to act professionally, and to keep the Institute's property neat and orderly.

Taping of lectures is only permitted with the Faculty's permission.

Mid-America Nursing & Allied-Health Institute is not responsible for the loss of student's personal items. Students must not leave personal items unattended and leave valuable in their vehicles.



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In the Clinical Facilities

Because the clinical time for each program is limited, absences during clinical rotations are not allowed.

Tardiness

Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness disrupts learning environment and may encourage emulation by other students if not addressed. Three (3) tardy occurrences and/or early departures equal one absence.

Students not in attendance for at least 50 percent of a scheduled class will be considered absent for that class.

Tardiness to clinical rotations or at extern sites is prohibited. Any student who arrives at the clinical site or extern site 5 minutes late will be sent home and may not have the option for make-up.

Inclement Weather Policy

Students are expected to attend classes or clinical rotations during inclement weather unless the institute is officially closed. Official closings will be in alignment with citywide school closing due to inclement weather and the website will be updated with closing announcements. Students will be advised to check the school website and canvas regularly during inclement weather. A student who is absent from class or clinical when the institute is open during inclement weather will be counted absent.

Make-Up of Cancelled Classes

Should it be deemed, based on safety of students, for Mid-America Nursing & Allied-Health Institute to cancel classes, start class late, or dismiss class early, all lost hours will be rescheduled, and attendance will be required.

Illness/Injury

Injury or illness during clinical rotations must be reported to the clinical Faculty who will provide guidance based on facility protocols. The Faculty will determine appropriateness of the student remaining in the clinical area. The faculty reserves the right to dismiss the student from class or clinical if the student's illness jeopardizes the health of other students and staff.

A medical clearance issued by a Physician, Nurse Practitioner (NP), or Physician Assistant (PA) will be required prior to allowing the student to return to class or clinical site.



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This will be in accordance with the attendance policy. Should a student fall ill in the classroom or clinical, the student will be sent home or transferred to the nearest hospital and at the expense of the student. Students are encouraged to purchase practice insurance to cover costs associated with injuries.

Medical Condition Disclosure

The student must ensure that Faculty and staff members are informed of medical condition(s) such as pregnancy, diabetes, severe anxiety/depression, or other conditions that may impact learning. This disclosure is for the student's safety and ensure appropriate assignment by Faculty during laboratory sessions, clinical rotations, and externships.

Upon confirmation of pregnancy or other health conditions that may impair the student's ability to progress in the course, a doctor's statement, and permission to continue in the program is required and will be placed in the student's file.

If absence is necessitated due to health conditions a leave of absence may be requested by the student and return to class must be supported by a Physician's clearance.

Non-disclosure of any health condition including pregnancy and of the state of health by a student releases the Institute, clinical/extern sites from liability.

Academic Policy/Institutional Rules

Code of Conduct

Mid-America Nursing & Allied-Health Institute expects students to conduct themselves professionally on campus and while on clinical facilities. Students shall not engage in behaviors that will compromise their integrity and the integrity of fellow students. The Institute may initiate disciplinary proceedings against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Grooming and Dress Code

Students must wear plain black scrubs during class, lab, and clinical rotations. Sneakers must be in line with program requirements.

ONLY wedding bands and small studs for pierced ears, no more than two rings on each ear are acceptable. Jewelry used for pierced nose, lip, cheek, mouth, tongue, eyebrow, or other visible areas will not be worn while in clinical.



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Perfume or cologne and scented after shave lotion should be worn with consideration of possible allergic reactions from other individuals especially residents in health care facilities. Nails must be kept clean and neatly manicured. Clear or very pale colored nail polish is acceptable. Fingernails should be trimmed to end of finger and clean to promote patient safety. Artificial nails, and nail jewelry are not to be worn.

Uniforms should not be soiled and wrinkle free. The student should be recently bathed with breath and body odor appropriately controlled. Make-up should be kept to a minimum. Tattoos that draw undue attention or do not reflect a professional image should be kept covered.

Hair should be clean and neatly controlled long hair pulled back away from the face to avoid contamination. Ribbons and hair ornaments must be conservative in style and size. Men must be clean-shaven or have a neatly trimmed beard not to exceed one inch. Mustaches may not extend below the upper lip. Students are not permitted to chew gum in the clinical setting.

Change of Address

A student who changes mailing address, telephone number, or name is expected to notify the director of the program and the registrar immediately.

Confidentiality

Students are required to maintain confidentiality and right to privacy laws as stipulated by the State of Kansas. All information regarding a client belongs to the client, and persons not involved in their case should not have access to such information. It is imperative that a student maintain confidentiality. A breach in this area can be grounds for dismissal from the program.

Background Check/Drug Tests

Programs such as Dental Assistant, Medical Assistant and Phlebotomy require background checks prior to obtaining approval from extern sites. Background checks and drug tests requirements varies according to each extern or clinical facility. Mid-America Nursing and Allied-Health Institute does not require background checks prior to admission to any of its programs and is not responsible for the cost of background checks or drug screenings required by extern sites.



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Grounds for Termination of Enrollment

Mid-America Nursing & Allied-Health Institute prohibits the use of drug and alcohol on its campus and at the facilities where clinical rotations and externship will be held. Drugs and alcohol impair learning and judgement. The use of drugs and alcohol will not be tolerated and will be grounds for disciplinary action and is subject to dismissal from the program.

Tobacco Free Learning Environment

The use of tobacco is prohibited inside of the facility except in the designated smoking areas outside the property. Students will be provided with directions to the designated areas and must abide by the rules of the Institute and the property owners.

Requirements for Participation in Clinical Experience

Drug Screening and Criminal Background Check

Mid-America Nursing & Allied-Health Institute does not require drug screening and background checks unless specifically required by the clinical facilities. Students may participate in the clinical experience only if background check and drug screen are negative, and only if required by the healthcare facility.

Tuberculosis Testing

Students must be tested for tuberculosis prior to going to the clinical area. Proof of testing must be provided to Admissions office on or before first day of class.

Hepatitis B Immunization

Students may be required to have proof of having received the first injection of the hepatitis B immunization series prior to going to the clinical area. Proof of immunization must be shown.

COVID-19 Testing

Some clinical facilities will require students to provide a copy of a negative COVID-19 test result prior to going to the clinical area. A negative COVID-19 test result is an Admission Requirement for the Nurse Aide and Medication Aide programs. Testing (Nasal Swab or Sputum-Saliva) is provided for free at MANAHI facility to students on course orientation day or by appointment.



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Infection Control

It is the intent of Mid-America Nursing & Allied-Health Institute that each student enrolled in a health-related curriculum meets the objectives necessary for a successful completion of that program. This enrollment is inclusive of clinical experience which may entail potential exposure to the individuals with communicable disease.

Because the student must know how to prevent the spread of infectious diseases for personal safety and for the safety of others, it is the policy of Mid-America Nursing & Allied-Health Institute that principles of infection control is included in the curricula of all health occupation programs. It is the responsibility of the student to apply appropriate precautionary measures when providing service to all clients.

These measures may include, but are not limited to, proper hand washing/hygiene; the use of personal protective equipment (gloves, masks, protective glasses; and gowns) as indicated by the circumstances involved in the treatment of a client.

Students assigned to affiliated clinical sites must comply with the infection control policy of the health care to which they are assigned. As new guidelines become available, Faculties will communicate the guidelines to students.

The Mid-America Nursing & Allied-Health Institute training programs include clinical experiences involving care of clients with communicable diseases. As a part of the learning experience, students may care for individuals who may have blood borne pathogens. These blood-borne pathogens include HIV (Human Immunodeficiency Virus), Hepatitis B, (HBV), or Hepatitis C (HCV).

Students will be expected to treat all clients with the respect and dignity inherent in professional standards of care. Mid-America Nursing & Allied-Health Institute faculty and students will be expected to follow the guidelines published by the centers for disease control for the prevention and/or spread of HIV, HBV, or HCV and other blood borne pathogens.

These guidelines for the prevention of HIV transmission are consistent with the ANA Position Statement, OSHA standards, and recommendations from the U.S Department of Health and Human Services.



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Standard Precautions as published by the Centers for Disease Control and Prevention (CDC) will be taught and practiced. Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources. Standard precautions apply to;

- 1) Blood.
- 2) All body fluids, secretions, and excretions except sweat, regardless of whether they contain invisible blood.
- 3) Non-intact skin.
- 4) Mucous membranes.

To achieve this goal, students will:

- 1) Be taught basic skills in isolation techniques, handling blood and body fluids in the classroom before actual clinical practice of the skills on a patient.
- 2) Receive classroom instruction related to HIV, HBV, and HCV cause, treatment, modes of transmission and prevention.
- 3) Receive orientation on policies for standard precautions.
- 4) Refrain from all direct patient care and handling patient care equipment while the student has exudative lesions or weeping dermatitis.
- 5) Utilize the following standard precautions consistently on all clients in the clinical setting:
 - a) Gloves will be worn for contact with blood, body fluids, all mucous membranes or non-intact skin of all clients. Gloves are to be worn for handling items or surfaces soiled with blood or body fluids, and for performing any invasive procedures. Gloves are to be changed between tasks or procedures on the same patient.
 - b) Hands are washed immediately before gloving and after removing gloves. Hands are washed immediately and thoroughly if contaminated with blood or other body
 - c) Fluids. Gloves should be changed as soon as possible if torn or damaged. Wash hands immediately.
 - d) Gloves are changed after each procedure to prevent cross contamination between each patient. Disposable gloves are not to be washed and the reused.
 - e) Masks and protective eyewear/shields are worn during invasive procedures likely to generate splattering of blood or body fluid as well as any other procedure in which such exposure is a possibility.



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- f) Gowns or plastic aprons are worn for procedures likely to involve splashes of blood and body fluids. These should be used one time only and then disposed of. Immediately wash hands after removal.
- g) Needles are not recapped, purposely bent or broken by hand, removed from disposable syringes, or manipulated by hand. Disposable needles' syringes, scalpel, blades, and other sharp items are placed in puncture resistant containers for disposal.
- h) Soiled linen is bagged and tied closed at the location where it was used. Dispose according to clinical facility policy.
- i) If isolation labeling is the hospital policy and procedure, then the precautions, not the disease, will be indicated for public viewing.
- j) Specimens of blood and body fluids are placed in a container to prevent leaking. Care is taken to prevent contaminating the outside container when collecting the specimen. Specimens are to be placed in a biohazard container.
- k) Mouthpieces and resuscitation bags or other ventilation devices are used as an alternative to mouth-to-mouth resuscitation. Follow clinical facility policies for use of resuscitation devices.

Treatment of an Exposure Site

Immediate Action

- a. Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. No evidence exists that using antiseptics for wound care or expressing fluid by squeezing the wound further reduces the risk of blood borne pathogen transmission; however, the use of antiseptics is not contraindicated.
- b. Notify immediate supervisor/Faculty and complete necessary occurrence reports.
- c. Either go to or report incident to campus health center. In clinical settings, follow facility protocol.

Documentation

- a. Date and time of exposure.
- b. Details of the procedure being performed, including where and how the exposure occurred; if related to a sharp device, the type and brand of device, and how and when while handling the device the exposure occurred.
- c. Details of the exposure, including the type and amount of fluid or material and the severity of the exposure (e.g., for a percutaneous exposure, depth of injury and



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whether fluid was injected; for a skin or mucous membrane exposure, the estimated volume of material and the condition of the skin (chapped, abraded, intact)

- d. Details about the exposed person (e.g., hepatitis B vaccination and vaccine – response status).
- e. Details about counseling, post exposure management, follow-up, and documentation if treatment is refused.

Student Grievance Procedure

It is the policy of Mid-America Nursing & Allied-Health Institute that all grievances arising from its students shall be handled expeditiously at each level. It is the practice of Mid-America Nursing & Allied-Health Institute to assist all students in finding fair and just solutions to problems related to their education. As a rule, problems can be resolved through the normal administrative structure (levels of supervision).

The grievance procedure is not intended to circumvent the normal channels of communication, or to set aside the “open door policy” for students established by faculty and administrators. If a student feels he/she has been discriminated against based on gender, race, nationality, or disability, the student is to follow the procedures below:

Definition: A grievance is an educational or personal related problem or conditions which a student believes to be unfair, inequitable, discriminatory, or a hindrance to his/her education.

1. **Scope and Limitations:** This grievance procedure is not designed to include changes in policy or educational programs. Recommendations for initiating new policy or changing established policy are handled through normal administrative channels.
2. **Time Limitations:** Grievances shall be handled with reasonable promptness, both in submission and processing at each level. Reasonable promptness defined as a maximum of five (5) business days; however, this time may be extended with the agreement of both parties.
3. **Presentation:** The presentation of a grievance may be made orally to the faculty or school administrator. When it reaches the appeal state, the grievance must be in a written form. Students shall be given full opportunity to present their views without fear of coercion or reprisal.
4. **Procedure:** Students who feel they have a grievance should discuss it with the individual (s) involved in a professional and respectful manner. The simplest, quickest, and most satisfactory solution will most often be reached at this level. If the discussion at the



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individual level fails to resolve the grievance, the grievance may be appealed at the next level of supervision, proceeding through the regular line of authority as appropriate. At this point, if the matter is still not resolved to the satisfaction of the student and appeal may be made to the appeal committee, appointed by the Institute's President. The appeals committee shall hear only information pertaining to the grievance.

5. Appeal Committee: The grievance must be stated in writing. The appeals committee shall hear the grievance and make a recommendation directly to the President. The appeals shall be ad hoc and shall be composed of the dean of students, and faculty members.
6. Final Appeal: The board of trustees of Mid-America Nursing & Allied-Health Institute shall present the final stage for review and decision. The President may choose to review and render a decision on any case before it goes to the board of trustees.
7. Formal Complaint: Should the student feel their grievance has not been resolved at the institution, the student may contact the Kansas Board of Regents to file a formal complaint at

http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

Accommodation and Accessibility Statement

Mid-America Nursing & Allied-Health Institute is committed to creating a learning environment that meet the needs of its diverse student population. MANAHI is not funded for accommodations relating to the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973 but will strive to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. To support requests for reasonable accommodations, a student must initiate the request for accommodation prior to enrolling in the course and Student Services will review such request and determine the next possible cause of action.

At Mid-America Nursing & Allied-Health Institute we strive to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with your Faculty outside of class time to explore potential options.



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Identification Badges

Students are required to wear plain black scrubs while on campus and at clinical or extern sites. A student who forgets his/her ID badge will not be allowed on the clinical unit and will miss clinical time. If the badge is lost, the student will be charged \$5.00 for a replacement.

Weapons

Guns, knives, or any item considered to be lethal or having the capability of causing harm to oneself or another person is strictly prohibited. Possession of such weapons will involve police action and result in suspension and expulsion.

Sexual Harassment

We strive to promote a school environment free of sexual harassment. Sexual harassment of students occurring on campus or at school-related events is unlawful and will not be tolerated. Further, any retaliation against individuals for cooperating with an investigation of a sexual complaint is similarly unlawful and will not be tolerated. Management will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, will act promptly to eliminate the conduct, and enforce appropriate corrective action.

Student Evaluation

Student must demonstrate proficiency in all program objectives at the end of the program. A Minimum of "C" is required for coursework in all courses for all programs on the following grading scale:

Grade	Grade Range	GPA Point	GPA Definition
A	90-100%	4.0	Excellent
B	80-89%	3.0	Above Average
C	75-79%	2.0	Average
F	0-74%	1.0	Fail

Clinical/Lab Grade Scale: P = Pass : F = Fail



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Other Grade Scale:

- Incomplete: I
 - This is a temporary grade indicating completion of most of the course requirement that requires the student to make necessary arrangements with the faculty to complete the course. Failure to complete the course within the timeframe specified will result in an automatic F grade.
- Withdrawn: W
 - Student is dropped or withdraws from the course
- Repeat: R
- Transferred Credit: TC

Method of Evaluation

Students will be evaluated using quizzes, exams, visual assessment during laboratory sessions and clinical rotations/externship.

Academic Probation/Re-entrance

A student who is unable to attain a minimal satisfactory grade of "C" will be placed on academic probation. The student will be offered extra assistance to reach the expected level of satisfactory performance.

Students not making satisfactory academic progress at the midpoint of the course shall be placed on probation, at which point the student primary contact on file will be notified by Mid-America Nursing & Allied Health Institute.

Any student who has been dropped due to unresolved probation, or has dropped out of the program, may be readmitted at the discretion of the school Administrator. The student must pay all tuition and fees.

A student seeking re-entrance following dismissal due to academic probation will need to obtain a grade of "C" or better on the next assessment following probation. If re-enrollment is approved, the student may enroll in any course date beginning after the last scheduled class day of their previous course.



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Students may not re-enroll within the same grading period (course date) in which they were previously enrolled. Neither grades nor tuition from the previous enrollment will be applied to the re-entrance enrollment. The student must pay all tuition and fees in line with new admission requirements.

Satisfactory Academic Progress

The Satisfactory Academic Progress (SAP) policy for Federal Student Aid requires that students must proceed at a reasonable rate or make satisfactory academic progress (SAP) towards achieving a certificate, or diploma. The progress of each student is measured by the student's cumulative grade point average and credits earned in relation to course attempted and the length of the academic program. The Federal Student Financial Aid program requires institutions maintain SAP policies to ensure students are successfully progressing through their respective programs and is a condition for receiving Federal Financial Aide. Students' academic records are used to determine if the student meets the SAP requirements to include credits without the use of Federal Aid.

Students must maintain satisfactory Progress to continue their programs. Satisfactory Progress is measured at the end of each evaluation period.

Mid-America Nursing & Allied-Health Institute is currently not eligible for Title IV. If the Institute becomes eligible for title IV, the same academic standards will apply to those who will receive Federal Financial Aid.

Academic Standards

The institution's programs (Nurse Aide, Medication Aide, Dental Assistant, Medical Assistant, EKG (Electrocardiograph) Technician, and Phlebotomy) are based on clock hours. Satisfactory progress is evaluated after each module for the diploma programs and weekly evaluation for the certificate courses.

Each student is required to make quantitative progress toward completing the program. To be making satisfactory academic progress, a student must attend at least 85% of the scheduled class hours on a cumulative basis during each evaluation period.

Each student's academic average is reviewed to determine qualitative progress. The minimum required is 75% at the conclusion of each evaluation period.

A student will receive incomplete grade as applicable and must repeat any classes in which a grade less than a 75% average is earned. The lowest grade will be dropped, and the highest grade



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will be used to calculate the academic average. Course work repeated may adversely affect a student's academic progress in terms of the maximum time frame.

Students will be placed on academic probation for any of the following reasons:

- Failure to achieve satisfactory academic progress.
- Not abiding by the attendance policies in class, labs, internship experiences and trainings.
- Failure to complete the clinical or externship experience.

Students on academic probation are restored to good standing if the student's overall grade point average equals or exceeds the minimum grade necessary for satisfactory academic progress, they adhere to attendance policies, and they successfully complete the clinical or externship experience as applicable.

Academic Dismissal Notification

Dismissal from the program occurs following a Module probation. For example, a student who is placed on probation after failing a Module and fails to achieve the necessary minimum grade the next Module will be dismissed.

Students who withdraw from the program will receive a grade of 0% in each class interrupted by the withdrawal. All interrupted classes must be repeated upon readmission to the institution.

Warning

If a student fails to meet the cumulative 85% attendance or 75% grade average for any evaluation period, or both, he or she will be placed on warning for the next evaluation period. Failure to achieve an 85% attendance or a 75% grade average, or both, at the end of the warning period will result in the administrative withdrawal of the student.

Students will be notified in writing when they are placed on warning and the steps necessary to be removed from warning status. Students will also receive attendance or academic counseling, from the School Administrator, as appropriate, when they are placed on warning.

The institution will notify a student through 1:1 meeting if he or she is being administratively withdrawn for unsatisfactory academic progress.



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Appeal Process

The student may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress and evidence that changes have occurred to allow the student to meet standards of satisfactory academic progress. Only extenuating circumstances will be considered, such as death or severe illness in the immediate family. Before an appeal may be granted, a written academic plan must be provided to the student that clearly identifies a viable plan for him or her to successfully complete the program within the maximum allowable timeframe.

Extenuating Circumstances include but are not limited to:

- Unexpected death
- Major/extended hospitalization
- Victim of a violent crime
- Medical condition such as illness or mental health diagnosis
- Natural disaster

The Institute's Administrator will assess the appeal and determine whether the student may be permitted to continue in school on a warning status. The student will be sent the written decision within ten days of the Institute's receipt of the appeal. The decision of the Institute's Administrator is final.

What to include in the appeal?

Student Academic Plan

Student must meet with his/her faculty to assist with developing a Student Academic Plan that will enable the student to get back on track to maintaining academic progress and completing the current academic program of study. Once the plan has been finalized, the student must "accept" the plan before submitting your SAP Appeal.

Explanation

Appeals must be typed, signed, and include a detailed explanation of how extenuating circumstances beyond the student's control prevented the student from meeting the requirements. In addition, the student must explain what has changed that will allow the student to maintain academic progress moving forward. If Maximum Time Frame Appeal, the student must explain why he/she is not on target to complete the program within 150% of the hours needed for the current program.



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Documentation

Attach date-specific documentation from a disinterested third party. Documentation includes, but is not limited to the following:

- Letter from a physician or counselor on letterhead indicating the dates you were under their care.
- Copy of a death certificate, obituary or third-party documentation of death.
- Accident reports, police records, court records, etc.

DO NOT submit original documents - they will not be returned. Make sure all copies are legible. Letters from family, relatives, and friends are not recommended; however, if this is the **ONLY** information that can be provided, the student must meet with the school administrator to determine what is acceptable.

Appeals submitted without documentation returned will not be review. Documents must be submitted according to the requirements listed above; however, this **DOES NOT GUARANTEE** approval.

Examples of Acceptable Documentation:

- Written statement from a physician, therapist, employer, counselor, law enforcement, or police reports (sign and on official letterhead).
- Copy of death certificate or obituary.
- Medical documentation confirming medical diagnosis.

Appeal time frame

Appeals are reviewed within 10 business days of receipt of all required documentation in the Administrative office. Student will be notified by email of the appeal decision.

Reinstatement

Students dismissed for unsatisfactory performance for the first time are not permitted to request reinstatement until the following course Module. Requests for reinstatement must be made in writing to the Administrator. The student will be interviewed and considered with all other applicants. There will be a reinstatement fee equal to the applicable tuition.

Students reinstated upon appeal are on a probationary status for the next evaluation period, during which time they must meet the terms and conditions set out in the Institute's Administrator's letter granting the appeal. At the end of the evaluation period, the student's academic status will be reviewed.

The student may continue to be on probation if he or she meets the terms of the academic plan approved at the time the student's appeal was granted, until such time as satisfactory academic progress status is regained.



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Maximum Time Frame for Program Completion

Each program requirements must be completed within a maximum time frame of 1.5 times the normal program length, as measured in calendar time. Time spent on an approved leave of absence is not counted against the maximum time frame. Students exceeding the maximum time frame will be administratively withdrawn.

Program	Maximum Time Frame
Nurse Aide	135 Clock Hours
Medication Aide	112.5 Clock Hours
Phlebotomy	135 Clock Hours
EKG (Electrocardiograph) Technician	48 Clock Hours
Medical Assistant	960 Clock Hours (without externship)
Dental Assistant	960 Clock Hours (without externship)

Graduation Requirements/Certificates

The Student is expected to complete all classroom hours with obtain a minimum of a grade of "C" or better in all coursework and complete laboratory hours meeting minimum proficiencies required to complete the course. Complete settlement of all financial obligations to the Institute.

Once all students have met all the academic requirements with the overall grade of 75% or above each student will receive a Certificate of Completion in the course in which they completed and showed proficiency in that chosen course.

Grade	Grade Range	GPA Point	GPA Definition
A	90-100%	4.0	Excellent
B	80-89%	3.0	Above Average
C	75-79%	2.0	Average
F	74% and below	1.0	Fail

Final grades can be reviewed by request, they are not appealable, and retakes may be allowed based on verified unforeseen circumstance.



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Administrative/Student Records Keeping

Hard copies of each student's administrative records are maintained and stored in a locked room on campus with access code to authorized employees. The room is only accessible by designated personnel responsible for filing and updating student's records, and the Campus Administrator who monitors employee access.

The locked room houses multiple filing cabinets which contains archived records of students who have completed their various programs including copies of certificates of completion, and/or diploma. Archived files will be maintained physically on campus, or online in accordance with the Kansas Board of Regents student record retention Regulation (K.A.R. 88-28-2(a)(5)). Student record retention now requires all institutions to maintain academic, enrollment, and financial records of students in an accessible format for 50 years from each student's last date of attendance.

Additionally, in 2020 a server/folder was created to house online version of each student's record and only accessible by authorized personnel. Having online version that is backed up regularly reduces the use of physical space, easy access to documents when needed and safety.



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Student Handbook Acknowledgement

Students are expected to be familiar with the policies, requirements and regulations of the Institute as stated in this handbook. The following statement certifies that the student received a copy of the handbook.

I, _____ have read and fully understand the contents of the handbook and agree to comply with the Institute's rules and specific course policies to ensure my success. I release and hold harmless Mid-America Nursing & Allied-Health Institute from all claims that may result from adherence to this policy.

Signature: _____ Date: _____



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Management Team Resume: Mrs. Omare

SUSAN N. OMARE, MBA/HCM, M.Sc./HCQ, RN-BSN, B.Sc-IT , HIT Pro – IM

10000 W. 75th Street, 241, KS 66204 ♦ 913-337-8335 ♦ susanomare@midamericanursing.com

Distinguished career managing multiple large-scale projects simultaneously, meeting critical project deadlines, and delivering enterprise software applications in robust, reliable, scalable IT architecture. Health care administrator with passion for patient safety, infection control, quality management, and staff education.

- Career marked by planning and launching software solutions for Verizon that supported core organizational functions, optimized/streamlined business processes, and drove multimillion-dollar cost-savings.
- Justified business cases, project proposals, and system requirements and maximized benefits/utilization of IT systems via adept analysis, communication, and problem solving skills.

Demonstrated broad-based strengths and accomplishments in:

- ♦ **Project & Program Management**
- ♦ **Health Care Management Services**
- ♦ **Vendor/Contract Management**
- ♦ **Infection Control**
- ♦ **OSHA, HIPAA & CMS Standards**
- ♦ **Patient Care Services**
- ♦ **Requirements Analysis**
- ♦ **HIT Implementation Management**
- ♦ **QA / Corporate Compliance**
- ♦ **LTC Community Survey Process**
- ♦ **MDS/Medicare/Medicaid Reimb.**
- ♦ **Employee Training & Development**
- ♦ **Customer Relations Management**
- ♦ **Continuous Process Improvement**
- ♦ **Clinical/Rehabilitation Services**

EDUCATION

George Washington University – Doctor of Nursing Practice (DNP) Executive Leadership – In progress
George Washington University – Dual Master of Science/ Health Care Quality degree – M.Sc/HCQ
MidAmerica Nazarene University – Bachelor of Science in Nursing - BSN - Accelerated
University of Phoenix, Dallas – Dual Master of Business Administration/Health Care Management degree – MBA/HCM
UNIVERSITY OF PHOENIX, DALLAS – Bachelor of Science in Information Technology -BSc-IT
RICHLAND COLLEGE, DALLAS – Health IT Implementation Management, Focus on Meaningful Use, Workflow Design, and EHR Implementation
GEORGE WASHINGTON UNIVERSITY SCHOOL OF BUSINESS – Project Management
MIDLAND COLLEGE - Nursing Facility Administrator Training – Internship pending
UNIVERSITY OF CALIFORNIA AT SAN FRANCISCO - Clinical Problem Solving
VANDERBILT UNIVERSITY - Leading Strategic Innovation in Organizations

ACCELERATED BSN CLINICAL EXPERIENCE/ROTATION

ST. JOSEPH MEDICAL CENTER – MISSOURI

JULY - AUGUST 2014

Capstone – Critical Care Step-Down (telemetry) Unit – 168 clinical hours

OLATHE MEDICAL CENTER – OLATHE – KANSAS

Emergency Dept/Telemetry / labor and delivery/Operating Room / ICU/Hospice -308 clinical hours **JANUARY – JUNE 2014**

PROFESSIONAL EXPERIENCE

THE ZACK GROUP

MARCH TO MAY 2020

- ♦ COVID 19 response assignment to Riverbend Post Acute Rehabilitation Center – Kansas City

MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE – KANSAS

JULY 2016 TO PRESENT

President & Founder/CEO

- ♦ Visionary leadership and strategic planning to ensure success of the institute.
- ♦ Key partnership development with hospitals/nursing communities to facilitate clinical rotations/extension.
- ♦ Lead operations and strategic direction with full responsibility for the institute.
- ♦ Provide oversight, training and cross functional management of business operations.
- ♦ Work with State approving agencies to meet regulatory requirements and compliance.
- ♦ Redefine organizational structure where necessary.
- ♦ Develop and oversee program offerings and perform regular financial evaluation of the institutes results.

MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE. – KANSAS

JULY 2017 TO PRESENT

CNA/CMA/PHLEBOTOMY/BLS Instructor – Approved KDADS Instructor

- ♦ Develop program curriculum for CNA, CMA and Phlebotomy courses.

Education 227

- ♦ Develop and deliver engaging lectures to students.
- ♦ Plan, evaluate and revise course content and course materials as needed.
- ♦ Supervise and evaluate other instructors to ensure classroom course delivery meets approved guidelines.
- ♦ Monitor students' academic progress and assist students with meeting their academic goals.

ASCENSION SENIOR LIVING

- KANSAS

APRIL 2017 – FEB 2019

DIRECTOR, QA/STAFF DEV/CORPORATE COMPLIANCE LIAISON

Quality Assessment and Performance Improvement

- Implementation of a comprehensive safety/quality/performance improvement program inclusive of the analysis and trending of data related to initiatives.
- Provides strategic oversight for resident safety and quality committee with accountability for distribution of organizational communication within the community.
- Monitors compliance of policy and procedure for regulatory compliance, evidence based care and standards of practice.
- Initiates and oversees the community Safety Event Review (SERT) team - provides strategic oversight of proactive and reactive resident safety activities.
- Educates leadership and staff regarding regulatory issues, new statutes/guidelines and safety/quality/QI activities.
- Lead the QAPI process and regularly communicates QI and quality/safety activities to leadership and throughout the community.
- Coordinates the activities of the PSO (Patient Safety Organization).
- Collaborate with the Director of Nursing to ensure that clinical services are provided in accordance with standards established through state and federal regulations and accreditation standards.

Infection Prevention

- In conjunction with the Medical Director coordinate Infection Prevention Initiatives
- Responsible for the community Infection Control Plan and implementation.
- Directs and monitors infection control practice to ensure associates follow established policies and procedures.

Staff Development

- Responsible for the implementation of mandatory Ascension Senior Living Clinical Staff Development Plan
- Assesses clinical staff education needs throughout the organization.
- Train staff on new clinical processes and procedures.
- General nursing new hire orientation.

BRIGHTON GARDENS – A SUNRISE COMPANY – REHABILITATION UNIT

MARCH 2016 – JAN 2017

RN CHARGE NURSE/WEEKEND SUPERVISOR

- ♦ Ensuring quality assurance and regulatory compliance while promoting the highest degree of quality care and service.
- ♦ Oversee the coordination of resident' health and wellness needs, ancillary services, medication program management and completion of assessments and individual service plans.
- ♦ Staff development/education
- ♦ Responsible for overseeing admissions, care planning , discharges of residents.

GARDEN TERRACE OF OVERLAND PARK

SEPTEMBER 2015 – JUNE 2017

RN CHARGE NURSE - PRN

- ♦ Responsible for overseeing admissions, care planning , discharges of residents
- ♦ Monitoring and ordering of medications as ordered
- ♦ Psych/Dementia/Alzheimer's care

BROOKDALE SENIOR LIVING – ROSEHILL - REHAB. – SHAWNEE, KS

SEPTEMBER 2015 – MARCH 2016

RN-RAI/MDS COORDINATOR -

- ♦ Conducting and coordinate the development and completion of resident assessments in accordance with State, Federal and Company guidelines.
- ♦ IV go to person for LPNs who have no IV Certification
- ♦ Oversee the generation of Minimum Data Sheet (MDS) for residents' Medicare and electronic transmission of required data within the time frame mandated by the State.

- ♦ Develop, implement, and monitor ongoing quality assurance program for residents' assessment and care plan.

GARLAND SOFT WORX, INC. – Garland, TX

March 2012 – July 2013

PROJECT MANAGER (Contract)

Developed and executed full-scale project plans, gathered and documented business requirements, and prepared project proposals, reports, and documentation.

- ♦ **Ensure timely project completion** by planning, scheduling, and tracking milestones and deliverables, as well as, managing scope changes, identifying potential issues, and developing contingency plans.
- ♦ **Foster positive customer relationships** by working with them to set development priorities and accurately communicating customers' business requirements to project team members and stakeholders.

MEDICAL CITY DALLAS HOSPITAL CORP. – Dallas, TX

January 2011 – January 2012

CLINICAL SUPPORT ASSOCIATE – ORTHOPEDIC UNIT

Patient advocate providing qualitative care to broad range of patients under RN supervision.

- ♦ **Fostered patient independence and mobility** through exercise and adherence to written plan of care.
- ♦ **Minimized infectious outbreaks** by performing functions according to infection control guidelines.
- ♦ **Collaborated with healthcare team** to identify and improve ineffective, costly processes.

BAYLOR REGIONAL HEALTH CARE SYSTEMS CORP. – Grapevine, TX

November 2011 – November 2012

CLINICAL SUPPORT ASSOCIATE – MED/SURG UNIT

Acted as patient advocate providing qualitative care for broad range of patients under RN supervision. Collaborated with healthcare team to identify and improve ineffective, costly processes.

- ♦ **Recognized for reducing patient falls** and hospital acquired infections (HAI) with several Five Star Awards.
- ♦ **Promoted patient independence and mobility** through exercise and adherence to established plan of care.
- ♦ **Minimized infectious outbreaks** by performing functions according to infection control guidelines.

UNIVERSITY OF PHOENIX – Dallas, TX

December 2008 – December 2010

GRADUATE STUDENT - Completed dual Master's degree in Business Administration and Health Care Management.

TARRANT COUNTY COLLEGE – Dallas, TX

December 2008 – December 2010

STUDENT - Completed BSN prerequisites with seven Highest Academic Achievement / Seven Dean's List Awards.

VERIZON BUSINESS INC. – Richardson, TX

January 2000 – November 2008

PROJECT MANAGER – ENTERPRISE BUSINESS SOLUTIONS

Managed project to deliver new critical functionalities to IT applications from initiation to implementation. Worked with national/international stakeholders to drive level of estimate (LOE) process. Led requirements analysis; user, regression, and sanity testing; defect tracking and resolution. Developed project/capacity plans, used MS Project to coordinate execution between U.S. and India-based teams, and reported project/financial status to senior executives.

- ♦ **Reduced overhead by \$5.6M+** through execution of \$10.4M pricing Integration project that integrated two applications via OneView sales tool, facilitated product promotions, allowed Marketing group to define product rules and discounting programs, and enabled Sales teams to negotiate customer-specific solutions.
- ♦ **Delivered multiple releases within quality standards and budget requirements** by leading and partnering with onshore and offshore global resources.
- ♦ **Generated \$12.5M+ in revenue, while improving marketing intelligence** and expediting promotion delivery and sales quotes by automating, simplifying, and streamlining sales promotion process.
- ♦ **Improved IR (Incident report) resolution** by introducing service level agreements (SLAs) between management and development teams.
- ♦ **Recognized for outstanding performance**

CERTIFICATIONS & TRAINING

♦ APIC Infection Control Certificate ♦ HIT-Pro Certified Implementation Manager ♦ NIH Stroke Scale Certification ♦ Basic Life Support (BLS) Instructor, Choosing to Lead - Mastering the Leadership Landscape ♦ Software Requirements Specifications ♦ Estimating Fundamentals ♦ Requirements Gathering ♦ Business Requirement Development

AFFILIATIONS

Kansas Board of Nursing ♦ Project Management Institute (PMI) ♦ American Association of Health Care Administrative Management (AAHAM) Association of Computer Machinery (ACM) ♦ Toast Masters International ♦ American Nurses Association ♦ American College of Healthcare Executives



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Management Team Resume:

Mrs. Watson

Susan Watson, MSN, RN
10010 E. 78th Street
Raytown, MO 64138
suewatson@midamericanursing.com
Phone: (413) 664-1964

Objective: Part time Educator position

Education:

Missouri State University July 2004

- Graduate Certificate Program, Post-Master's Nurse Educator
- Honor Society of Nursing, Sigma Theta Tau International, Theta Lambda

University of Missouri May 2001

- Master of Science Nursing, Clinical Nurse Specialist (CNS) track
- Honor Society of Nursing, Sigma Theta Tau International, Alpha Iota

Southwest Baptist University Dec 1994

- BSN
- Honor Society of Nursing, Charter member

Berkshire Community College (Pittsfield, MA) June 1981

- Associate Degree in Nursing
- Honors

Charles H. McCann School (North Adams, MA) November 1970

- Practical Nursing

Professional Experience:

February 2020 – Current Mid-America Nursing & Allied-Health Institute, Inc.

- **Faculty – Instructor in Kansas Nurse Aide course and Kansas Medication Aide course**

2012 – 2019 Charles McCann Vocational Technical School Postsecondary Practical Nurse Program

- **2019 Consultant: Currently assisting with ACEN accreditation, Systematic Evaluation Plan (SEP)**

- **2012-2018 Director of practical nursing program**

DIRECTOR'S DUTIES AND RESPONSIBILITIES:

- Supervise educational program and staff of the PN program.
- Compile and submit all required reports and documents.
- Provide direction for the faculty in the development and implementation of a systematic evaluation plan (SEP).
- Recommend faculty appointments and delegate teaching and other responsibilities.
- Participate in the academic teaching as required.
- Participate in the PN council of the Massachusetts/Rhode Island League of Nurses (MARILN). Past Co-Chair of MARILN
- Coordinate and participate in student recruitment activities.
- Conduct faculty meetings to evaluate the program as well as student progress.
- Plan and arrange for student learning experiences including preparation with clinical facility nursing administration.
- Maintain a system of cumulative student and program records.
- Prepare the annual budget for the program.
- Arrange for and preside over advisory committee meetings.
- Interview applicants and conduct admission committee meetings.

- Assist with student job placement and maintain employment records.
- Ensure program meets approval and accreditation requirements for all federal, state, local, national or regional agencies.
- Develop, implement and revise the PN curriculum designed to meet accreditation requirements.
- Ensure data is used to improve curriculum and instruction.
- Conduct all activities with affiliating agencies and facilities.
- Conduct ongoing assessment of student learning.
- Coordinate professional development of faculty/self to ensure currency in nursing or nursing education.
- Assume leadership in developing and implementing academic and program-related policies.
- Any other duties deemed appropriate and necessary by the superintendent.

• **Classroom Instructor: Taught all the following classes:**

MCCANN PRACTICAL NURSING	
PN 101 ANATOMY AND PHYSIOLOGY	4 CREDITS
Through classroom and laboratory experience, this course provides understanding of the gross structure and normal function and integration of the human body including normal processes of the organ, integumentary, skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, and lymphatic systems. Included in this course are principles of basic chemistry, microbiology and medical terminology as it relates to defining human anatomy and physiology processes. This course provides a solid background for assessing deviations from normal body structure and function caused by illness.	
PN102 HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN	3 CREDITS
This course encompasses human growth and development across the life span. Stages of individual biophysical and psychosocial development from conception to late adulthood are addressed. Theories of growth and development are introduced and examined. The family as a unit and its influences on health issues are also examined. Emphasis is put on changes and characteristics of the older adult.	
PN103 PROFESSIONAL FOUNDATIONS OF PRACTICAL NURSING	1 CREDIT
This course defines the role of a practical nursing student and graduate. Professionalism, ethical and legal aspects, regulation of nursing practice in Massachusetts, standards of conduct for licensed practical nurses determined by the Massachusetts General Laws and Regulations of the Massachusetts Board of Registration in Nursing are included. Concepts of health, illness, health promotion and an overview of contemporary nursing theories culminate in the introduction of Dorothea Orem's Self-Care Deficit Theory of Nursing. Students will review study skills, test-taking strategies and critical thinking skills. Students will begin to accumulate materials for a résumé and portfolio assembled during Term III	
PN104 INTRODUCTION TO PHARMACOLOGY	1 CREDIT
The study of drugs and their actions on living organisms begins in this course. This course covers drug classification, the use, adverse effects and drug interactions of medications. Differences in drug action across the life-span will be addressed with specific attention to the aging population. Medication dosage calculations and hands-on practice of safe administration of medications are covered. The focus in Term I will be on oral, parenteral and topical	

medication administration. Medication dosage calculations are taught for competency by the end of this term. Additional pharmacology concepts are covered in Terms II and III.

PN105 FUNDAMENTALS OF PRACTICAL NURSING

9 CREDITS

Through classroom, laboratory and clinical experience, this course introduces the student to the role of the practical nurse in assisting to identify and meet the self-care needs of adult clients and their significant others. The framework for the course is Orem's Self-Care Deficit Theory of Nursing. Students learn to use theory to determine and implement appropriate nursing interventions in clinical settings. Course content integrates information about family theory and dynamics, communication skills, diversity, nutrition pharmacology, infection control principles of teaching and learning, the nursing process, levels of prevention, ethical-legal nursing practice, and caring behaviors. Additional concepts include collaboration, patient advocacy, life-long learning and accountability and commonly occurring health deviations. Selected mental health concepts – anxiety, depression, and dementia - will be embedded.

PN206 CONCEPTS OF PRACTICAL NURSING II

10 CREDITS

In this course the student continues to utilize the knowledge and skills acquired during Term I in the planning, implementation, and evaluation of care for adult clients with health deviations. Learning experiences will take place in the classroom/laboratory as well as in the acute and/or sub-acute clinical setting.

PN307 ADVANCED CONCEPTS OF PRACTICAL NURSING

8 CREDITS

The student continues to utilize the knowledge and skills acquired during Terms I and II in the planning, implementation, and evaluation of care for patients with complex needs and groups of adult clients with health deviations. Concepts of leadership, management, and delegation appropriate for the practical nurse will be incorporated. Learning experiences will take place in the classroom/laboratory as well as in the community and in acute and/or sub-acute clinical settings.

PN308 ISSUES AND TRENDS IN PRACTICAL NURSING

1 CREDIT

The student continues the additional study of the legal and ethical concepts inherent in nursing and of contemporary issues facing licensed practical nurses. The portfolio and résumé started in PN 104 are completed. The course covers interviewing, exploring opportunities available to licensed practical nurses, exploration of continuing education opportunities, the value and necessity of lifelong learning, and preparation for the NCLEX-PN and licensure.

PN309 FAMILY CENTERED NURSING

6 CREDITS

The student will utilize clinical skills and knowledge of growth and development to plan, implement and evaluate the care of children and families, including the child-bearing family. Health promotion, reproductive health, and normal childbirth will be emphasized, as well as the care of the child with health deviations. Clinical experiences will take place in the community and in inpatient settings as opportunities permit.

2002-2012 Southwest Baptist University: St. John's College of Nursing (Now called Southwest Baptist University: Mercy College of Nursing and Health Sciences)
4431 South Fremont
Springfield, MO 65804

- Nurse Educator of the Year of Southwest Missouri award 2009
- Chair Curriculum Committee (8 years)
- Associate Professor: Full time classroom lecturer for 60 – 80 students per term

Courses Taught:

NUR2124: Nursing Integrations III

The course is presented in the students last semester of nursing school (two year program with 4 semesters). In this course additional nursing diagnosis and more complex nursing interventions directed to multi-system patient problems are introduced. The students are given an opportunity to prioritize care for selected patients and increase competence using nursing process in clinical settings.

Topics in lecture classroom are as follows:

- A&P/Respiratory Impairments
- Chronic Obstructive Pulmonary Disease
- Acid Base Balance (ABGs)
- Shock
- Also taught: TB, pneumonia, pulmonary emboli, pulmonary edema, pulmonary hypertension, pleural effusions, Acute Respiratory Distress Syndrome (ARDS), acute respiratory failure, pneumothorax, chest tubes, and cardiac dysrhythmias

NUR2135: Nursing Role Integration

Course introduces the entry-level nurse to leadership roles, ethical/legal considerations, career development and the effective management of the health care system. The preceptorship experience provides students an opportunity to explore nursing roles. The students actively participate in the role of an entry-level nurse under the guidance of clinical agency staff and the instructor. Focus is on learning interdisciplinary functions of organization, delegation, prioritization, coordination and collaboration.

Course coordinator for 2135

- Match 60-80 students to nursing preceptors in hospital, clinics, nursing homes
- Assign students to area of nursing to further explore
- Make rounds at hospital to monitor student's abilities and meet with Preceptors

Topics of lectures in the classroom:

- Nurse Practice Ace in Management
- Delegation in Management Role
- Motivation and Communication
- Conflict Resolution in the Management Role
- Bioterrorism and Other Emergencies: Be Prepared, Be Safe
- Time Management, Decision Making, Organizational Structure
- NCLEX Review to prepare students for taking the State Boards

Aug 1982 - 2002 St. John's Hospital (Now called Mercy Hospital), Springfield, MO

Various roles over the 20 years at St. John's (Mercy):

- 3 years Shift Coordinator and staff nurse Neuro Trauma ICU/Neuro Intermediate Unit
Implemented performance standards for registered professional nurse
This included the following:
 - Assessment of patients
 - Developing a plan of nursing care from each patient assessment
 - Implementing patient care which included ensuring patient's physical and psychological needs
 - Evaluation of outcome of nursing care with specific focus on the patient's progress toward achievement of short- and long-term goals
 - Numerous skills: IV insertions, IV medication drips, tracheostomy suctioning and care, working with ventilators, Foley catheter insertions, wound and subclavian dressing changes, administration of medications, documentation, telemetry interpretation, insertion of nasal gastric tubes, and oxygen administration.
- 4 years Shift Coordinator and staff nurse 6NE (med/surg)
This includes the following:
 - Effective communication skills with patients, patient family members, and the health care team
 - Utilized leadership skills in the activities needed for a shift coordinator
 - Developed assignments according to patient needs, staff strengths, and workload distribution
 - Instilled a positive tone for the shift
 - Provided leadership in emergency situations
 - Demonstrated assertiveness to assure patient needs were met
 - Followed up on staff performance and quality patient care
 - Teamwork problem solving with other departments
- 4 years Assistant Nursing Director 6NE (med/surg) Management Position
Assistant manager duties:
 - Making appropriate decisions regarding the hiring of new employees, performance evaluations, and disciplinary issues
 - Setting a good example for employees
 - Monitored employee progress on delegated tasks, provided feedback to personnel on their performance, and motivated others to accomplish individual and organizational goals
 - Supported the Health Center policies and practices and expected the same of the employees
- 2 years Shift Coordinator and staff nurse 3H (cardiac step-down unit)
- 3 years Assistant Nursing Director Neuro Intermediate Unit
- 4 years Transitional Care Unit as the Resident Assessment Instrument (RAI) Coordinator responsible for the following:
 - Complete all Minimum Data Set (MDS) forms required by Health Care Financing Administration HFCA
 - Collected any additional information needed for the MDS form from the interdisciplinary care plan team
 - Transmitted all HFCA required documents to the appropriate agency for reimbursement
 - Coordinated the interdisciplinary care plan meeting to discuss each patient

- Worked closely with the nursing staff, physical and occupational therapy, speech therapy, dietician, social service, case management, and respiratory department



MID-AMERICA NURSING
& ALLIED-HEALTH INSTITUTE

Appendix C

Needs Assessment for LPN Program in Kansas



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Need Assessment for additional Licensed Practical
Nursing (LPN) Program in Kansas

Campus



10000 W. 75th Street, King's Cove Office Park,
Building A, Suite 241, Merriam Kansas 66204

Tel: 913-708-8323

www.midamericanursing.com

Needs Assessment for An Additional Practical Nurse Program in Kansas



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

Introduction

Mid-America Nursing and Allied-Health Institute, Inc. proposes a new practical nurse education program to meet the needs of citizens in Johnson County, Kansas and surrounding areas. Licensed Practical Nurses are most often employed in long-term care, acute long-term care, clinics, and in-home settings. Patients served in these care environments are frequently elderly and/or with chronic health needs, such as arthritis, heart disease, cancer, Alzheimer's Disease (and other types of dementia), osteoporosis, and diabetes. The number of LPNs available to care for such patients in these settings must be sufficient to meet the needs of Kansas citizens.

Clients to be Served

According to the *Kansas City Health Matters Community Health Data Resources*, almost 30% of the Kansas City population is currently 55 years old or older. (See Table A). This population likely has and will continue to have chronic diseases that will be treated in health care services where LPNs provide much or all of the nursing care.

Table A: Current population of Kansas City, Kansas

Age	Percentage of the Kansas Population
55-64	12.36
64-74	9.78
75-84	4.83
85+	2.24
Total	29.21

<https://kchealthmatters.org/demographics-dashboard>

The Center for Economic Development and Business Research (CEDBR) reports that the Kansas population forecast from 2014 to 2064 shows continued growth and a sizeable shift from rural to metropolitan areas. While the overall population of the state of Kansas will continue to grow during this time, the Kansas City, Kansas region will see the largest growth in population (<https://www.cedbr.org/population-projections-2>). In addition, CEDBR projected the overall Kansas population is forecasted to grow from 2,904,321 to 3,538,277, a 21.8 percent increase. Within these projections, the Kansas population older than 65 years old is expected to grow at a considerably faster rate than the general population, expanding from 415,823 to 856,389, a 106% increase.



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This growth is projected to be particularly strong for those 85 years old and older, due in large part to projections of declining mortality rate
(<http://www.cedbr.org/content/2016/eConnection/Kansas%20Elderly%20Population%20Article.pdf>).

As a result of these trends, Kansas must not only prepare LPNs to replace those who retire or transfer to other occupations, the state must prepare for sufficient LPNs to meet the increasing health care needs in the areas they are most likely to be employed.

Number of Available PNs

The 2020 *Board of Nursing Annual Report* reports there are 10,923 PNs licensed practical nurses in the state of Kansas. 1,285 of these nurses live or work (or both) in Johnson County, 12% of all Kansas LPNs. When the LPNs in Kansas counties adjacent to Johnson, (Wyandotte, Leavenworth, Douglas, Franklin, Anderson, and Miami) are considered, the number of LPNs in the area is an additional 1,129. The total number of LPNs in the MANAHI target area for providing PNs to employers is 2,414. (See Table B)

Table B: Number of PNs in Johnson County and adjacent Counties

County	Number of LVNs
Johnson	1,285
Wyandotte	325
Leavenworth	221
Douglas	288
Franklin	149
Anderson	42
Miami	104
Total	2,414

Board of Nursing Annual Report (2020) (<https://ksbn.kansas.gov/annual-report/>)

If the supply of LPNs were equal to the demand, few job postings would be necessary. However, a review of job postings during the last week of July 2021 on two online job sites found 470 LPN jobs (Zip Recruiter) and 566 LPN jobs (Indeed) within 25 miles of Kansas City. While there may be duplication in these advertisements, the findings indicate a significant need for LPNs in the Kansas City area to meet current demand.



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Need for LPNs in the Future

Potential Retirements

Across the country nurses are retiring, although not all at the typical age of 65 years. However, the number of retiring LPNs in Kansas provides some understanding of the number of LPNs that will need to be replaced to maintain the current number of LPNs available for employment. In 2020, the *Kansas Board of Nurses Annual Report* published the ages of LPNs licensed in Kansas. Table C illustrates this age distribution.

Table C: Age Distribution of LPNs in Kansas

Under 21	21-30	31-40	41-50	51-60	61-70	71-80	81 and above	Total
21	2158	2897	2278	1929	1370	216	13	10,923

Kansas Board of Nurses Annual Report (2020) (<https://ksbn.kansas.gov/annual-report/>)

Certainly, the numbers leaving the profession will vary from year to year. However, whenever the retirement of LPNs in the current 51 to above 80 years of age occurs, ultimately approximately 32% of the current licensed Kansas LPNs will need to be replaced.

Loss of LPNs through Changes in Role

Some LPNs may elect to enroll in further education as an RN, which reduces the number of LPNs available for care within the LPN scope of practice. Although there is limited available data which identifies the number of LPNs who move into the RN role in Kansas, there are at least nine PN program that offer a 1+1 LPN to RN program in the state. An assumption may be made that at least some percentage of LPNs over the course of the next 10 to 20 years will move to the RN role, requiring their replacement. This is particularly true since the *2000 Kansas Board Nursing Annual Report* suggests that the age distribution for Kansas RNs is like the age distribution of Kansas LPNs and may retire at similar times. This potentially will leave a similar RN shortage. Given the potential shortage of RNs, LPNs will likely be encouraged to enroll in an RN program, further depleting the number of available LPNs.

Projected Graduation of Kansas PN Schools

The 2020 Kansas Annual Board Report provides an analysis of the 2019 number of student applications, admissions, progressions, graduations, and attrition rates of PN programs in the state. Table D outlines these statistics.



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Table D: 2019 Applications, Admissions, Progression and Graduation Rates for PN students in Kansas

Criteria	Number of Students
# Met Criteria	1474
# Admitted	1107
# Graduated	865
Attrition (Academic & Personal)	21.8%

Kansas Board of Nurses Annual Report (2020) (<https://ksbn.kansas.gov/annual-report/>)

This data demonstrates that a quarter (24.9%) of those students who met the criteria for admission in a PN program were not admitted. In addition, 21.8% of this group did not finish the program for either academic or personal reasons. While some of these academic reasons may reflect an inability, at least for that time, of completing the program, almost half of students who met the criteria for admission to the PN programs in 2019 did not proceed to graduation. An additional program with a strong focus on support and remediation might be able to help some of these potential students reach the goal of licensure as a practical nurse.

Potential Students for Mid-America Nursing and Allied-Health Institute

The typical prospective student in a PN program is a high school graduate. Some graduates immediately enroll in a PN program following high school; others decide to enter such a program several years post high school graduation. According to the *Kansas City Health Matters Community Health Data Resources*, among the Kansas population 25 years and older in 2019, 490,402 (25.61% of population) were high school graduates and 437,956 (22.87%) were high school graduates with some college. Both groups may be candidates for an PN program (<https://kchealthmatters.org/demographics-dashboard/>).

On a local level, graduates and students in other programs offered at Mid-America Nursing and Allied-Health Institute will be an excellent source of potential students for the proposed LPN program. Within the last year, MANAHI has had 64 inquiries regarding a possible LPN from graduates of the Certified Nurse Aide and Certified Medical Assistant programs. Twenty-three (23) students currently enrolled in the MANAHI CNA and CMA programs have also expressed interest in the program.

The administration of MANAHI is committed to developing a Licensed Practical Nursing program that prepares competent novice LPNs to meet the needs of citizens of Kansas and surrounding areas and will bring the necessary resources to bear to ensure the success of the program.

References



MID-AMERICA NURSING & ALLIED-HEALTH INSTITUTE

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Accessed, 2021.



MID-AMERICA NURSING
& ALLIED-HEALTH INSTITUTE

Appendix D

Reviews from Students

Mid-America Nursing & Allied-Health Institute, Inc.

10000 W 75th St Suite 241, Merriam, KS



4.9 ★★★★★ 177 reviews

People often mention

All course 73 skills 30 healthcare 20 confident 17 +6

Sort by

Most relevant Newest Highest Lowest



Sharon Gadson

Local Guide · 20 reviews

★★★★★ 3 days ago NEW



Danielle Washington

1 review

★★★★★ 3 days ago NEW

Absolutely wonderful i learned so much mrs Omare is an amazing teacher i recommend this school to everyone and i will be back for future adventures





Jai Garner

2 reviews

★★★★★ a month ago

Let's just say Mrs Omare is amazing . She not only teaches you she prepares you to entertain the nursing field with a adequate knowledge. With flexibility schedules she makes obtaining your degree possible . I am a mother of 10 and I was able to take 3 of of her courses back to back and get certified right after . Let's just say this school is nothing short of amazing .



1

Response from the owner a month ago

Thank you Jai for this kind review. We appreciate you choosing us to help you along your healthcare journey, and we are so glad we were able to help accommodate you. We wish you the very best.



siham miméche

1 review

★★★★★ 2 months ago

I had a great experience. and they have the best teachers.



Like

Response from the owner 5 months ago

Thank you.



Judith Adera

1 review

★★★★★ 3 months ago

What a wonderful college! Great professors, great teachings and a cool, beautiful environment to learn. I got the best experience ever♥ Thanks to professor Omare for the wonderful job, and to all those contributing towards the success of this institution 🙌🙌 God bless your hands.



1

Response from the owner 2 months ago

Much appreciated. Thank you.



Briana Brown

★★★★★ 3 months ago

Response from the owner 2 months ago

Thank you.



daisy munyi

1 review

★★★★★ 3 months ago

Dear Mrs. Omare

As they say teachers are building blocks of the society, and as students, many teachers and educators may pass through our lives without remembrance, yet a special few will leave a lasting impression. Thank you for being one of the the special educators who will live on forever in the minds and the hearts of students whose lives you have touched. I may not have shown it but am grateful to have had such an awesome teacher like you.

You have played a pivotal role in molding my character and my career too, and now I am well equipped to go outside there and perform my duties and services to people with much confidence and skills and it's all thanks to you. Thank you for being my guide and mentor; you have shown me the path to success, and I will always remember you in my life.

You supported me through the most difficult times during my course; I used to find it really difficult to learn, but you broke down those lessons to be easily comprehensible. It is truly rare to have a teacher who is as inspiration and practical as you. I know I was having a lot of difficulty in keeping with the lessons and the assignments, but you went out of your way to help me get through it successfully. You have really built a strong foundation in my career.


Now, I do believe that you teachers are like candles lighting up our lives, and a small thank you may not cover all that you've done to us but I hope it brings a smile to your face and cheer up your heart.

So Mrs. Omare, thank you once more for facilitating such a positive learning environment. I really enjoyed this class and I promise to utilize the skills I was taught. May the wisdom and good health goes along your way.

For anyone who is interested in taking CNA courses, I whole heartedly recommend taking clases with Mid-America Nursing, for they have a wonderful staff who are equipped to the fullest to teach and guide students to their goals.



Response from the owner 2 months ago
It was a pleasure being a part of your journey. Thank you.

 **Tomas Carrillo**

9 reviews

★★★★★ 4 months ago

I like everyone they so nice and welcoming



Linda Xayakhom

3 reviews

★★★★★ 4 months ago

Response from the owner 2 months ago
Thank you.



Sierra Nibel

6 reviews

★★★★★ 4 months ago

If I could give Mrs. Omare a million stars I would. This is not an ordinary school with an ordinary teacher. This is where ordinary meets extraordinary and manifestation. If you absolutely love people and helping people then she is the right teacher for you. This is not where you go "just to pass a test". This is where you find your inner caring self. There truly are no words to meet up to her amazing skill set and goal setting mind. She is 100% real and does not play when it comes to showing how Health care is supposed to be. Trust, this is the place you want to be.



Response from the owner 2 months ago
This is deep. Thank you.



Stephanie Hearn

1 review

★★★★★ 4 months ago

This institution is one of the very BEST. I learned so much in the CNA program. Mrs. Omare is one of the best instructors and an AMAZING person. She made me feel I could achieve my goals to pursue higher education in the medical field. Her class and staff were very warm and took a real interest in you and your goals. Hands down the BEST program and Staff. You will truly learn, succeed and Enjoy Mid-America Nursing & Allied-Health Institute.



Like

Response from the owner 2 months ago

It was a pleasure being a part of your journey. Thank you



Lucy Schleeter

1 review

★★★★★ 5 months ago

I just finished my accelerated CNA course with Mrs. Omare at Mid-America today and it has been amazing. There is a lot of information in a short amount of time, but Mrs Omare makes it fun to learn. She has taught us all the skills that we need to practice quality patient care in a hospital or nursing home environment. I have been very impressed with her professionalism and the fact that she has taught us to first and foremost respect the dignity of our patients as well as give them top-of-the-line care. I would definitely recommend Mid-America to anyone who wants to learn how to be the absolute best CNA possible.



Like



John Wilson

2 reviews

★★★★★ 5 months ago

I attended the Medical Assistant Program at Mid America Nursing & Allied Health Institute. It was a terrific experience and would recommend enrolling in one of their programs that interest you. My instructor John made it an invaluable learning experience with his knowledge and teaching style.

One of the unique aspects you can expect is that the entire staff is willing to help assist you in anyway. Especially & including the owner, Mrs. Omare. You'll appreciate this as you become aware of her many healthcare credentials and professional hats she wears! She is very well respected. Their physical building facility is sprawling and huge making it a very open and comfortable learning

environment. I am proud to say that I attended the Medical Assistant Program at Mid America Nursing & Allied Healthcare Institute.



Like

Response from the owner 5 months ago

Thank you.

D**Dallas Holliman**

1 review

★★★★★ 5 months ago

This is a great school! I had a fantastic experience here! I took the phlebotomy class, and John was a wonderful teacher. He was kind and fun to have in class every Monday and Wednesday. The building is spotless and well maintained, as well as the classrooms, break room, and labs. I honestly can not think of one single complaint. AMAZING 😊



1

Response from the owner 5 months ago
Thank you.

S**Shirley G**

4 reviews

★★★★★ 5 months ago

I recently had a refresher class with the Mid-America Nursing & Allied Health Institute : the instructor (Ms. Susan Omare) was very thorough , knowledgeable and attentive, she also gave us a chance to speak which meant a lot to us.



Like

Response from the owner 5 months ago
Thank you.



Taylor Falkner

1 review

★★★★★ 5 months ago

BEST class I have ever taken! So informative and prepares you to enter the work field right out of class. 98% pass rate! Great instructors, professional, and simple to sign up. 10/10 recommend for any of their classes!!!!



1

Response from the owner 5 months ago
Thank you.



Joyce Girten

Local Guide · 10 reviews · 1 photo

★★★★★ 6 months ago

I went there 2 get my CNA. It was the best program! No matter the problems I had they were ALWAYS there 2 help me!! I wil b getting my CMA & this is the place 2 do that!!



Like



Kayla Dawne

2 reviews

★★★★★ 4 days ago

This is an amazing institute. I would recommend them to ANYBODY trying to take any of the classes/courses they offer. They have a good variety of courses and the lowest prices I've seen in this area. I'm incredibly thankful to this place, I've received two certificates through this facility. But I owe it all to my instructor John Powers, who teaches a several different courses here. He made it easy to take notes, ask questions, and made the classes educating and engaging. Very incredible people there. I learned a lot of things but most importantly, I've retained the knowledge even after being out of the course for awhile. I'd honestly love to go back and take another course when I'm able to. Thank you so much!



Hope Krumm

2 reviews · 1 photo

★★★★★ a year ago

This was the perfect school for me. The flexibility of the schedule, hands on training and level of professionalism was AMAZING! Most of all, I loved the heart of the school. From the time I walked in, all of the employees welcomed me and I could definitely see their heart for people. I could not have had a better experience to start my nursing education. I just wish they had an LPN program. Thank you Mid-America Nursing & Allied Health Institute!



JG

Local Guide · 48 reviews · 4 photos

★★★★★ a month ago

I took the CNA Hybrid course, which has been so convenient for me! I have been able to continue working full-time, and if you are like me, not working is something I cannot currently sacrifice. I would recommend this course to someone who feels like they cannot sacrifice their employment status to further their education/job training. The structure of this particular course is fast paced, you learn a lot of skills in a short period of time. But you honestly learn exactly what you need to work as a CNA. I cannot say enough great things about Mrs. Omare and her school!! She is very professional. I never felt ignored or lost. I know she cares about the healthcare system and ensuring she prepares her students to be trained the right way. I feel lucky to have been in such a program, especially during the times of Covid and the restrictions that are the current normal.



Payton Bennett

3 reviews

★★★★★ 2 months ago

I adore Mid-America Nursing and Allied Health Institute! I took the accelerated CNA course this August and had a wonderful experience. Mrs. Omare is hands down one of the best instructors I've ever had. She is so helpful and professional while remaining humorous and respectful. It is so obvious that she cares so much about the health and care of others. She wants you to succeed so that the people you help will get the best care. Wonderful institution and wonderful people, I cannot recommend them enough!



Grace Genis

1 review

★★★★★ a month ago

I enrolled for a certified medication aide (CMA) course in the summer of 2020. My class was Thursday's and Friday's from 3:00-10:00. It was supposed to be a six week course but my first week of class was canceled. My instructor was funny, nice, and easy to get in touch with if I had any questions. She never gave us "busy work" and everything we did had some sort of meaning. The facility was understanding with COVID-19 and had a simulation clinical for us students to practice instead of doing real clinicals. The class itself was pretty easygoing and not too stressful. The units and subjects were spaced out well and not too overwhelming. Thank felt prepared every time I walked into the building. The people provided a safe environment where I could ask questions and be myself. I passed the state exam once I finished the course. I recommend this place if you're into face to face classes and smaller sized classes to get that personalized feeling. I was so happy to hear that this place was offering a CMA course. The dates worked out in my favor and everything fell into place. It was a great experience!



Sless Milani

2 reviews

★★★★★ a month ago

This school gave me not only skilled competent training, but they gave me the opportunity to set with recruiters that presented me some amazing opportunities. I've landed an amazing career in critical cardiac care. During my interview process, they spoke about key terms that was taught at Mid-America Nursing and Allied Health. This school doesn't just prepare students for nursing long-term care facilities, but rehabilitation centers and hospitals. If you want to learn how to do everything the correct way, and the way things are done in medical environments, I highly recommend this school. I'm now continuing on to my next step to complete my BSN and my training at MNAHI was definitely a wonderful foundation for my career. ❤️

#GoEagles



Ma-Chebi

2 reviews

★★★★★ a month ago

I just want to thank the instructors at Mid-America for their great work. The CMA class clinical on the weekend by Mrs Watson was the best. Her experience in nursing made the med pass easy to practice and familiarize myself with the medication. Anyone who wants to take CMA I recommend to this school anytime. Thanks to Mrs Omare for your hard work.



Anita Hill

Local Guide · 2 reviews

★★★★★ 2 months ago

Wonderful school, the professors are very thorough and always take the time to work with someone 1 on 1 so that nobody is left behind. I will definitely continue my education through here. Thank you Mid-America Nursing and Allied Health Institute for being so great!



Albania Andrade

2 reviews

★★★★★ 3 weeks ago

I recently finished my Hybrid course. I loved it and Ms. Omare is such a great instructor. I am so glad I was able to take the cna classes here and be able to experience such a good learning environment. Overall, I would definitely recommend this place to take your CNA classes and I assure you guys will enjoy it.



Emma DeJong

1 review

★★★★★ a month ago

This is the best place to get so many different certifications they have so many great people they are so caring and sweet they help when you need it, Mrs. Omari and Mrs. Watson are the most amazing caring teachers they helped me when I really needed it they make sure you succeed and truly help you, they want you to be successful and love your job. I never wanted my classes to end.



Jenee Turner

2 reviews

★★★★★ a month ago

I love this CMA class, Mrs. Watson and miss Omar is the best teachers I have ever had I came here expected to not to learn as much as I did in CNA coming from Delores homes and they provide me wrong they are giving me so much knowledge it's so beautiful I will never go to another school this is where it's at!



Jill Sides

2 reviews

★★★★★ 3 months ago

I earned my CNA certification in March 2020. I am so grateful for the wonderful learning experience at Mid-America Nursing & Allied Health. The small class size and hands on training were so helpful in learning the skills needed to become a great caregiver. The instructor/Owner Mrs. Susan Omare is hands down the best teacher I have ever had! She is so motivating and truly cares about your future success! I am eternally grateful!



Dalton Edwards

4 reviews

★★★★★ a month ago

I attended Mrs Omare's CNA course. I did the accelerated face to face 14 days. She is extremely thorough and truly cares about you and the healthcare field. She will ensure you have a full understanding of everything. She not only just follows the book, but also leads very amazing class discussions of real life scenarios and knowledge. I think I took away more from this class than just being able to be a great caregiver. She is hands down the best instructor I've ever had through any course. She makes you feel comfortable and she is constantly open to any questions. You won't leave here feeling like you aren't prepared for life, or being a CNA. Hoping she gets her LPN program running soon! I'm so excited to continue my education with her. I highly recommend her, and her school for any program. Everyone was great!

-Amanda Edwards



Tameka Anderson

1 review · 1 photo

★ ★ ★ ★ ★ a month ago -

This is a great place to go I love Mrs.Omare she is a wonderful teacher hopefully she can get the L.P.N program started soon Mrs Watson is also a great teacher



Chemeka Eason

1 review

★ ★ ★ ★ ★ 2 months ago

I went to do my CNA November 2019. Mrs.Omare was an Amazing teacher. She is very helpful teacher. She works with you and have a available room for you to study at the school if need be. I will now be returning to do my CMA and EKG Technician this year



Fatoumatta Sanyang

1 review

★ ★ ★ ★ ★ 2 months ago

I loved the class. I learned a lot about becoming a CNA. Mrs. Omare is a really good teacher she explained everything very well. I had a lot of fun in the class.



Josy Ebony


1 review

★ ★ ★ ★ ★ 4 months ago

Had a wonderful experience, am glad I went to the school. Mrs Omare is an amazing instructor who derived joy in what she does, she makes the class lively and still find a way to deliver. She also knows how to impact the knowledge of the subject matter to her students. Thanks for all you do Mrs Omare... I will definitely recommend anyone interested to this great school.

A**Amber Verbeke**

5 reviews

★★★★★ 3 months ago - 

Mid-America Nursing operates with excellence. It's no wonder this institution has won best business of the year multiple times.

I spoke with Naomi in the office when I first called to obtain information about the CNA class requirements. She was professional and thorough, providing me all the information that I needed to enroll. If students were missing documents, she was on top of it from the first day of class.

I have only taken a CNA class through Mid-America but one can assume with confidence that the quality of all other offered courses will be the equivalent. Mrs. Omare holds herself to the same high standards that she asks of her students. I was very impressed with the business she has created from the ground up and the respect she has received from the medical community.

She is teaching and training a serious subject but she does so with professionalism and humor. She makes learning fun and all labs and clinicals were hands-on and experiential.

When I was searching for a CNA program, Mid-America consistently received the highest marks over other programs in the area. For this reason I drove an hour and twenty minutes round trip every day. You can receive your CPR training here as well, which made obtaining that piece of the requirement a breeze.

Thank you to Mid-America Nursing and Mrs. Omare for the skills I have received and the confidence I have gained.

**Kaitlin Pauli**


1 review

★★★★★ 5 months ago

I am so happy I found this place. Mrs. Omare is one of the best teachers I have ever had in my life time. She makes you excited to come into class, and has a passion for teaching others. I have learned so much from taking this course and I would recommend anybody interested to do it!

**Mercedes Labrador Jeffries**

Local Guide · 15 reviews · 2 photos

★★★★★ 7 months ago - 

Instructor and Founder, Mrs. Susan Omare is amazing! She answers all questions and provides quality instructing. I truly enjoy the hands on labs and everything I'm learning so far. The rest of the staff is very sweet and assisting as well. I highly recommend Mid-America for the courses you may be looking for.



Amanda Chaparro

2 reviews

★ ★ ★ ★ ★ a year ago -

HONEST REVIEW

I took phlebotomy and EKG with Mr. Powers here. I can honestly say Mr. Power is one of the best instructors I've had. I have an associate degree from a community college and a BS in biology from a private university so I have had numerous instructors and very few of them have measured up to Mr. Powers. What makes him an exceptional instruction is his extensive knowledge of human physiology and his ability to communicate at each individuals student's level of skills and experience. He clearly has an extensive amount of practical clinical knowledge and experience which he openly shares with all of his students in an effort to make sure they have the best possible chance of succeeding.

This institution is passionate about making a difference in the success of each student. They make sure to provide hands on experience that makes a difference out in the field. I feel like everyday I received an encouraging word or a supportive smile from all the faculty.



Emily Lefebvre

1 review

★ ★ ★ ★ ★ 3 months ago

Mrs. Omare is a fantastic instructor!!! She is caring, and very passionate about what she does.



Christine Hitt

2 reviews

★ ★ ★ ★ ★ 3 months ago

There is little/no organization here for the classes. It has been really hard to follow along when not everything was properly uploaded online. Mrs.Omare had a syllabus for us with a set schedule and then would change things last minute (this is frustrating if you have a job, family, or any plans). She has poor communication skills and is inconsistent with responding back to emails. If you're going here to take the CNA hybrid class, I recommend you go elsewhere.

Like

Response from the owner 3 months ago

For the records, the way the classes are structured, course material availability, flexible schedules to accommodate student's needs, and timely communication of changes that are sometimes out of our control is well above the norm. Students are provided adequate information during orientation and have the option to sign up for clinical dates within the dates on the schedules or can join other classes for dates that work best for the student. Clinical dates are not set in stone because clinical sites can make changes that are not within our control (and their control for that matter), especially as the nation is dealing with COVID 19 and challenges to nursing communities. While other schools are closed due to the current pandemic, we have strived to continue to provide quality training, getting students in and out of clinical rotations within the limits allowed, and getting students to the finish line without delay including taking State exams. Nurse Aides are front-line essential workers and we are proud to be enriching the community with the much-needed help. If you attended our programs, this review is not warranted. It is our practice to obtain feedback (student evaluation) during each course, and the reviews speaks volume. Majority of our students are returning students and happy students. We offer the most flexible schedules and also work with students with time challenges. We do not have any student, current or past, we will write negatively about. We have been blessed to have great students.



Tanner Matthews

1 review

★★★★★ 9 months ago

The program I am taking has exceeded my expectations at Mid-America Nursing and Allied-Health Institute. Mrs. Omare is a amazing teacher. I enjoy coming to class to the point where I am excited to actually be there. The atmosphere from day one has been great the entire staff has been extremely nice even the students as well. I'm glad I made the choice to come here and I am excited to take another class here as well thank you guys for everything If you are thinking of coming here you will not regret it.



Jaime Thorpe

1 review

★★★★★ 4 months ago

I had such an AMAZING experience with Mid America Nursing. My instructor was Susan Omare, while completing the hybrid Nurse Aide course and I needed my CNA to apply for some nursing schools. There was so much to learn and I was thankful to have Mrs. Omare as an instructor because she was very knowledgeable and professional. I was confident that I could always come to her with questions and she would quickly respond to emails when I was unsure of things. She's the BEST! I HIGHLY RECOMMEND Mrs. Omare (Mid America Nursing).



Obsa Matewos

1 review

★★★★★ a year ago -

Took Hybrid CNA course here. It was a very good experience. The instructors and people working there were very helpful and caring. My instructor was Mrs. Susan. She was really good at explaining theoretical concepts and she also has a good sense of humor. She might say something funny if she spots you doing something wrong & makes the learning experience even more fun! If you're taking a hybrid or online course, I highly recommend that you read concepts and vocabularies before coming to class. Mrs. Susan doesn't want you to forget your badges, so make sure you wear them. Also ladies, wear sneakers or doctor's shoe. Otherwise, she is very chill and kind. She understands when emergency happens and seems kind. I recommend this place for anyone who is open minded and wants to learn skills in nursing and patient care!



Mobifoluwa Motunrayo

1 review

★★★★★ 7 months ago

I signed up for February CNA hybrid classes and I had the best of time learning from Mrs Suzan Omare. Great instructor, great learning environment, hands on lab skills and clinicals. She is indeed a teacher. She reminds us to do it right always regardless of who is watching or not. Her infection control skill and sensitization is top notch, you just can't help but get it right with her. Always doff your hand gloves properly and don't walk along the hallway with your hand gloves still on! Take it off before you leave your patient's room! It was fun learning from her. The other staffs are nice as well. Kim was so helpful too. Thank you everyone at Mid America Nursing and Allied health Institute. It is the best place to get your certifications if you live in Kansas.



Anthony Batiste

11 reviews

★ ★ ★ ★ ★ 9 months ago

I Enjoyed The 6 week class with Ms Susan she really makes sure you understand and practice your skills until you get it right. Scheduling was perfect for me to still be able to do my class and work. Clinical's were great it put everything into prospective. I enjoyed the experience and have learned a lot!!



Patsy Thompson

1 review

★ ★ ★ ★ ★ a year ago

Dr. Omare is by far one of the best instructors I have had for my CPR training. I was very impressed with her fun approach and in-depth knowledge. I came away feeling equipped to perform the task I was taught.



Justiss Slack

1 review

★ ★ ★ ★ ★ a year ago

I took the hybrid class in June and it was amazing! Dr. Omare was very knowledgeable and a great teacher! If you're busy and can't ever find time to get it done, this is the perfect school for you! She was patient yet very diligent in making sure you knew what you were doing! Highly recommend!!!



Aimen Saeed

1 review

★ ★ ★ ★ ★ 9 months ago

Mid-America Nursing & Allied Health Institute is the place for anyone who is interested in joining Healthcare. I successfully completed fast track CNA course from this institute. It was a wonderful learning experience with Mrs. Omare. She is well educated, well mannered, well trained and well experienced lady. Teaching is an art/creativity and she has this unique quality of sharing knowledge effectively and efficiently with her students. She is not only an instructor, she is an institute herself. A good human being with strong moral and ethical values. I joined healthcare for the very first time had zero knowledge about this particular field but after completing this course I am much more confident and knowledgeable. She gives her students every possible opportunity to grow as a strong, well skilled, well trained and confident individuals personally and professionally. Along with the theoretical concepts she teaches the real life skills which I personally think is the most important part of the CNA course. Labs at the Institute are well equipped with all the basic requirements. The location, the building, the administration and specially the front desk staff are just amazing. I wish I can come back to this wonderful place again for some other courses. I would highly recommend this institute to anyone who want to lay a strong and firm foundation in healthcare.



Sabrina Bautista

1 review

★ ★ ★ ★ ★ 11 months ago

I took the CNA rapid course.. it was an amazing program with lots of practice in class which gave me so much confidence in providing care to residents during clinicals. I will definitely be taking more classes offered to further my career in the nursing field



Jarred

1 review

★★★★★ a year ago

Just finished evening/weekday classes and I highly recommend this class. The hands on experience and skills you learn are invaluable and you won't find it anywhere else! Mrs. Susan is a great teacher but also has a lot of fun in the classroom making it a great learning environment.



Marilyn Rugova

2 reviews · 9 photos

★★★★★ a year ago · 🇺🇸

When I was looking for a CNA class I called all of them in the Kansas City area.. I took my time in choosing I wanted to know what I was getting For my money. I wanted to make sure that I would be able to finish the class With the skills to obtain a job. when I left the class,And would I-be ready to go to work . I have since finished my class and I have Gone to work for a menorah Hospital.This is the best bang for your buck. You will love the school you will love the instructor. Win win win.



danielle walker

29 reviews

★★★★★ 10 months ago

I just completed the cna fast track program!! What a wonderful experience! Mrs. Omare takes educating you to become the best cna very serious and is very thorough in doing so!! So glad I chose this school and not another. Five stars isnt enough for the education and knowledge I received!!!!



Nikki Chappell

Local Guide · 38 reviews

★★★★★ a year ago

I absolutely loved my instructor Susan and highly recommended this school! When you have a teacher that enjoys having fun and teaching it makes a huge difference. She was very helpful and its hands on including the clinicals which will help you more in the field! I can't wait until she has other classes available so i can continue my route of becoming a RN at this school!



we are much taller in person

1 review

★★★★★ 11 months ago

I enrolled in the Fast Track CNA program and just completed my last day of clinicals today. I can't say enough about Susan. I have tremendous respect for her and the time and care she puts into every student of hers. She is such a great instructor who truly cares about our success and future in health care. I completed a CNA program in Missouri when I was 19 that required MANY more hours, and my clinical days weren't as hands on as what in experienced this past week. During my time with Susan I feel like I learned so much more and got such a better education than I did during my 6 month program at LCTC. I would absolutely recommend this class to anyone interested in becoming a CNA! Our group was small so we got a hands on, one on one experience that you don't find everywhere. I am truly grateful for her help, guidance and kindness. I hope an LPN program will be offered soon because there's no place else I'd rather continue my nursing education than MAN&AH. Thank you!
-Brooke



Kristen Oesterlei

Local Guide · 4 reviews

★ ★ ★ ★ ★ a year ago

I LOVED my time doing the CNA Hybrid course! It was easy to understand, and very educational. Mrs. Omare is a seriously excellent instructor! She loves questions, curiosity, and she uses every moment as a teachable one! I will not be surprised if I end up coming back here in a few years for another certification! Thank you!



Chrisanne Ayers

1 review

★ ★ ★ ★ ★ a year ago

I LOVED the phlebotomy course and John was the best teacher ever!!! I finished the course feeling confident in my skills and knowledge. Definitely recommend this school!



helen Gebregergs

1 review

★ ★ ★ ★ ★ a year ago

Wow, the school is better then I thought it would be. The teacher made it very clear to understand, and the schedule was perfect.



Kayla Stewart

1 review

★ ★ ★ ★ ★ a year ago

Mrs. Omare is the best teacher. I am waiting for her to grow up so I can get my LPN from her because I don't want any other teacher. She will prepare you for your new career and teach you more than what you need to know. My first day alone at my new job they told me they wouldn't know that I was a brand new cna thanks to Mrs. Omare. I'm loving my new job and my new career. Thank you!



Aaliyah Ward

1 review

★ ★ ★ ★ ★ a year ago - 🇺🇸

I took my cna class here mrs. Omare was very good and gave lots of hands on training she's very willing to work with you if you put in the work and dedication I look forward to furthering my education with her



Jessica Lea

1 review

★★★★★ a year ago

I just finished the CNA Fast-Track program for October with Mid-America and it has been an awesome experience!

I am relatively new to Kansas but I did do CNA work in California. Even with my previous knowledge, Susan still taught me so much and put way more time, effort, and care into our class than my instructor did back there.

It was a two week program that was comprehensive and dense but absolutely doable if you set your mind to it. I can honestly only think of pros when I think about this school.

For example, Mid-America Nursing and Allied-Health Institute has multiple CNA classes every month, whereas the local community college (JCCC) is full up until January and even then there's no guarantee that you'll get into their CNA class/program. On top of that, the price point isn't even that much different. Since I am still relatively new to Kansas I would still have to pay out-of-state tuition and fees for any classes at the community college so going there would only have saved me about \$250. Given that on top of the wait time, the choice was clearly Mid-America- my first paycheck would easily cover the difference. Even if the wait time wasn't there, it would still be worth it to go through here because of the difference in quality.

All in all, the school is great, comprehensive, affordable, good for networking, and will set you up for success. I couldn't recommend it more.



Sayonara Costa

1 review

★★★★★ a year ago

I did CNA weekday and it was fantastic. The instructor explains everything in detail and gets you ready for clinical.



Kiera Davis

1 review

★★★★★ a year ago

I would highly recommend taking your Certified Nursing Assistant course at Mid-America Nursing and Allied-Health Institute. Mrs. Omare was very thorough and truly cares about providing individuals with the highest quality of care possible. Therefore after my course here I feel confident and well prepared for the healthcare field. You'll learn all skills necessary to provide excellent care and gain hands on experience during clinical. I recommend Mid-America Nursing to anyone who is serious about quality healthcare.



freweyni Gebregergis

1 review

★★★★★ a year ago -

I really like the school and the teacher is amazing. She made the learning understandable, and easy.



Amira Machok

1 review

★★★★★ a year ago -

I took my CMA update and it was great experience. Do you have LPN program?



Kelequa Ellis

2 reviews

★ ★ ★ ★ ★ a year ago

Best school to go to. It's all hands on in she really works with you. I just finished CNA evening classes. I'm going back for my CMA.



Kennedy Armstrong

4 reviews

★ ★ ★ ★ ★ a year ago

Mid America Nursing is the BEST choice for pursuing education and a career in health care! Ms Susan teaches from the curriculum and makes sure her students are prepared and well-informed when they entered the field. You will feel confident when performing the skills you learned in class and have no doubts after hands-on experience volunteering. I LOVE Mid America Nursing! HIGHLY recommend!!



jena moore

Local Guide · 53 reviews · 8 photos

★ ★ ★ ★ ★ a year ago

Susan's fast track med-aid class was wonderful. She really wants the students to learn and be successful.



Meftuha Tsegaye

1 review

★ ★ ★ ★ ★ a year ago

Mid-America Nursing & Allied Health Institute is the best place for pursuing education in a health care field. The location, the front desk and the entire staff are so amazing.

The MA program is affordable, hands on training. The instructor John, is the best teacher. He explains everything into details. Thank you John.

I definitely recommend this school.



Mekka Ford

2 reviews

★ ★ ★ ★ ★ a year ago

I wanted to take some time out to recognize Mid-America Nursing and Allied Health Institute. To share my experience I had with them through my journey in become a CNA. And to say thank you to a few, very special women I had the pleasure of meeting. Thank you Mrs. Susan for being my instructor, for being so awesome, patient, and understanding. Taking the time out to explain how things are done the right way. For being very thorough in your teaching. Thank you for taking extra time out to make sure each one of your students completely understood what was being taught. Which truly helped me also, thank you for having so much confidence in me. And for helping me change my vocabulary from being negative to encouraging myself. In such a short time you have had a really big impact on me. Mrs. Susan you are truly a remarkable woman, but not only are you remarkable you have one of the best receptionist that I have ever met. Mrs Kim you are a wonderful person with a beautiful personality. I thank you for being so kind-hearted and sweet to me thank you for encouraging me, for taking the time out to get to know something about me, for always greeting me with a smile. I am so blessed that I got the chance to meet the both of you. And I look forward in continuing my education at your facility.

Sincerely Mekka



Sally Stuart

3 reviews

★ ★ ★ ★ ★ a year ago

We LOVE the students when they are doing their CNA and CMA Clinicals at Brighton Gardens of Prairie Village. The students are always willing, helpful, well trained, dressed professionally and extremely well supervised by their teacher, Susan Omare. We look forward to each new class and sad to see the others graduate.



Thandiwe Hlalukana

1 review

★ ★ ★ ★ ★ a year ago

I took the fast track CNA class which lasted only two weeks. I was very pleased with. I will recommend this program to anyone who is looking to have their CNA certification the quickest way. Mrs O'mare is a great instructor, she made sure every student understand the materials. She even bring in employer towards the ending. I'm glad to say that I got a job offer a week after I finished.



Cathy Olivas

1 review

★ ★ ★ ★ ★ a year ago

Best class I have ever taken. Visual learning along with hands on. Amazing teacher and staff! Can't wait to attend another class here.



Gisele E

1 review

★ ★ ★ ★ ★ a year ago

My experience here was a good one. Mrs. Susan was a very hands on instructor which made it easy to remember what was being taught and she carries everyone along. I do not regret my choice of getting my CNA license through this institute as I learned a lot in class and at clinicals. I would recommend this institute if you are having any doubt. rest assured, you will get your moneys worth.



A Wilson

4 reviews

★ ★ ★ ★ ★ a year ago

In one word WOW! Mrs. Omare goes above and beyond to ensure students not only pass the state exam, but truly understand the importance of being a member of the health care provider community. Her story, passion, knowledge, care, student-centered teaching and dedication are unmatched! Look no further. You will not be sorry!



Ta'Miya Rhae-Ann

1 review

★ ★ ★ ★ ★ a year ago

I absolutely loved the fast-track program, I feel like the instructor equipped me with everything I need to succeed as a Certified Nurse Assistant providing exceptional care. Great learning environment, and great staff.



Dee Rose

1 review

★ ★ ★ ★ ★ a year ago

It is the best school, there isn't a better place to learn. Instructor Susan is really great at teaching and care about the student's, and have a genuine interest in seeing the students succeed. Wonderful education, for affordable prices. Staffs are also great.



Faith Ndavi

1 review

★ ★ ★ ★ ★ a year ago

I took both the CNA Fast Track and CMA courses at this institution and absolutely loved it. Mrs. Omare is an amazing instructor who truly has a passion for making a difference in the healthcare field. What you learn in class will be backed up with crucial hands-on experience that will prepare you for clinicals and beyond. Mrs. Omare will be there every step of the way to make sure you pass clinicals and state exams with flying colors. This is the right institution to begin and/or build on your medical career aspirations.



Juliet Nyambura

1 review

★ ★ ★ ★ ★ 2 years ago

This is a very nice institution that I would definitely recommend anyone who is ready and willing to learn. The instructor explains things into details and also offers hands on training. I promise you will not regret learning from the best instructor I know.



Anna Leis

2 reviews

★ ★ ★ ★ ★ a year ago

Cannot speak more highly of this institute. The instructor is very hands on and makes it easy to learn.



ronald c

Local Guide · 4 reviews · 28 photos

★ ★ ★ ★ ★ a year ago

I would recommend anyone to this school. I would feel at home in this school.



Rebecca Viera

1 review

★ ★ ★ ★ ★ a year ago

I took the FastTrack CNA with Susan and I loved it. She is a very patient teacher and will help you get a better understanding on things. I would definitely recommend coming here!



emmanuella

1 review

★ ★ ★ ★ ★ 2 years ago

This is an amazing environment! The owner alone is an excellent and exceptional woman. Ms Susan guided me each step of the way and I am absolutely grateful to be able to make an informed decision of what I would like to do. I would definitely recommend this to everyone.



Selvia Rose

1 review

★ ★ ★ ★ ★ 7 months ago

Very poor communication from the office side of the operation. I came in twice asking for information on their program and they didn't provide anything that was required prior to enrolling. They told me all I needed was scrubs and tuition. I go to sign up and they tell me I need to do TB testing, CPR training, additional fees to hold my spot for the class, and other supplies that should be covered by them.



Temitope Alao

6 reviews

★ ★ ★ ★ ★ 2 years ago

I couldn't be any happier that I chose Mid America nursing for my CNA, I love this institute in so many ways. Mrs. Susan is a great instructor, she takes her time with teaching and she's also good at explaining everything to you to get you prepared for the future. It was such a fun class! I would recommend this place to anyone.



Christine Gordon

3 reviews

★ ★ ★ ★ ★ 2 years ago

I'm very pleased with this school. I had strict goals with a small time frame. I am steadily accomplishing. They are very thorough and informative. They give you all the tools you need to succeed.



Cynthia Heredia

2 reviews

★ ★ ★ ★ ★ a year ago -

Definitely recommend this institution for CNA! Susan is a great professor that makes sure that you are comfortable with the course. She explained everything very well & goes above and beyond to teach her students.



NJORGE PAUL

Local Guide · 32 reviews

★ ★ ★ ★ ★ a year ago

One of the best schools I have attended well researched teaching by the Instructor Susan adherence to code of ethics and professional practice I highly recommend any one joining medical field this is the best start point you will miss to be in class. Did my course recently there I got value of what I had intended to in a record two weeks of intensive learning.



Kolby Sack

1 review

★ ★ ★ ★ ★ a year ago

I 110% recommend anyone going into the medical field to take one of Mrs. Susan Omare's classes. She is clearly dedicated, patient, and extremely educated. I took the CNA fast track in March and have nothing but phenomenal things to say about her. I learned more than I could ever imagine in just the two weeks it took me to receive my CNA. Her school is impressive and I made great friends while I was there. I walked into her school knowing only limited things about being a CNA, and walked out confident to do my job correctly and with integrity. She is fantastic in her teaching, and took the one on one time with each student so they could feel confident in their skills as well. It FAR exceeded anything I could've imagined in a educational setting. A HUGE thank you to her for everything she has taught me!!! Also, Mrs. Kim the receptionist is AMAZING as well. She was the first one I met when I walked into Mid-America Nursing for the first time, and she made me feel so welcomed and excited to start my CNA course, I thank her so much for always being so kind and encouraging. Would give this school 100 stars if I could.



Simone Adams

10 reviews

★ ★ ★ ★ ★ 2 years ago - 🇺🇸

I encourage everyone to go here..the instructor is AMAZING!!! She's very helpful and everything is hands on, she makes it fun to learn. One of the greatest experiences of my life. Everything we learned was on the state test. So worth it I looked forward to returning for the next steps I'm my medical career.. try it YOU WILL NOT REGRET IT!!!!!!!



Magdalene Golomeke

1 review

★ ★ ★ ★ ★ a year ago

I am in my late 50s and thanks to the patience of the management team and staff of Mid America Nursing I am now a Certified Nurses Aide.



Jennifer Morris

3 reviews

★ ★ ★ ★ ★ 2 years ago

Best school for medical field! The instructors are AMAZING. They go above and beyond in their teaching methods. Perfect class setting and size. I encourage everyone to attend this school!



Mareto Aweno

Local Guide · 15 reviews · 1 photo

★ ★ ★ ★ ★ a year ago

Learn from the best!!!! Best hands on training you can get. Highly recommended for anyone to start medical careers.



Madeline Werkowitch

2 reviews

★ ★ ★ ★ ★ 3 years ago

Best decision ever to come here. I love my teacher, my class, and the experience. I'm definitely enrolling for more classes to further my education. The class sizes were small and comfortable. The whole experience was amazing!!



Jessie Worth

1 review

★★★★★ 2 years ago

Wow, I'm absolutely speechless! I was looking for a place to take my GED test and I found here and it was exceptional. It is a warm and cosy environment, with a lovely staff group! The owner, Ms Susan, knew exactly what she was talking about, was very knowledgeable and helpful. If your looking for somewhere to take a test make sure you come here!!



Desi Wright

1 review · 1 photo

★★★★★ 3 years ago

Very good class! Taught super well by our instructor. She is very flexible with your schedule. I wouldn't have wanted to go anywhere else but here! Going here you won't regret it



Lakedra Bogart

7 reviews

★★★★★ a year ago

The teaching was great but the business office part is horrible been trying for weeks to get tax forms and keep getting the run around and I paid cash. I haven't received a call back in 4weeks and the office lady Kim is very unpleasant and don't know anything



Madison Smith

1 review

★★★★★ 2 years ago

Susan is a wonderful instructor with a passion for her work that shines in her teaching ethic. Never before have I met a professor with such a direct fervor for what she does. I attended the two week course for CNA training, and during that time I learned more than I thought would be possible. She will push you to the height of your ability through a combination of lectures, notes, and hands-on skill assessment. Susan does not sugar-coat the work, and lets you know directly what you will be working with. If you are a determined individual with a passion to learn and help others, this is the school to go to. I will likely be returning for more classes in the future and I wouldn't consider going anywhere else.



Ashley Webber

2 reviews

★★★★★ 3 years ago

Mid America is an amazing institution. The flexibility and dedication of staff was absolutely encouraging and inspiring. I had so much hands on clinical practice and beneficial lecture I truly felt educated, prepared and confident to begin my career. Thank you Mid America would recommend you to anyone.

S**Sarah Whitlock**

2 reviews

★ ★ ★ ★ ★ 2 years ago

I took the fast track cna class with Susan, she's a very heartfelt instructor. She's worked very hard to build up her school and earn many degrees all while being a wife and mother. She's inspired me that nothing is impossible. I first went only wanting to get my cna and jump in head first, after hearing her story I've also finished the phlebotomy course and got nationally certified. I plan on going back next year and continuing my education. Susan is not only a wonderful teacher and mentor, she's also a great person who will help you achieve all your goals, just bring your determination!

A**Ariana Mota**

1 review

★ ★ ★ ★ ★ 2 years ago

I attended Susan's CNA class and found a very caring and compassionate instructor! Susan was very flexible and assertive when it came to her teaching. Best teacher I have had hands down!

E**Elizabeth Iliff**

4 reviews

★ ★ ★ ★ ★ a year ago

This school far exceeded my expectations for the CNA course I took! From my first call, then thru enrollment, Mrs. Omare & her staff were extremely professional and thorough in preparing me for the course. Mrs. Omare gives a stellar CNA course that is over-the-top in hands-on training and truly prepares us for the workplace. She has amazing personal stories of real life situations throughout her career in nursing. Her classes are smaller so you get that personal connection with her and your classmates, plus lots of experience with the "dummies"--patient simulations. She gives us clinical experiences that helped me realize that I prefer memory care over assisted living, which helps me land a job I'm passionate about. She only shoots for excellence in her CNA instruction course and encourages us to exceed her expectations. I was super prepared for the state exam and I scored so high on it, which was a thrilling victory for me at age 51 and in the middle of a career change from retail to healthcare! I can't say enough about her phenomenal quality of training which drives her students to only give our very best to the people & facility we will have the privilege of serving. I will definitely return to her school for further nursing training down the road as she guarantees to deliver excellent results!!!

**Irene Omwando**

1 review · 1 photo

★ ★ ★ ★ ★ a year ago

Hi Kc Johnson am here to disagree with what you said about Miss Kim and the bussness office cos she is really ,really a good person and i have never had a problem with any of the bussness office of the school even though i started calling the office long time ago before i became a student.All my questions were answered and shels very friendly and good hearted .I think there is a good way of solving a problem like this ,i wonder if you went to the school and talked about it .This is a 10 star school no doubt about it instructors and workers are very nice and courteous so plis dont spoil the name of our school we love it love it love it.



theja gunawardana

1 review

★★★★★ 2 years ago

I learned so much at CNA course at Mid-America. The instructor was terrific! She explained things so well and also gave us a lot of hands-on activities. The classrooms were very spacious so you had lots of room. I recommend this collage to anyone and everyone! The staff is awesome and they are super helpful. It also provides a safe and comfortable environment for student who are wanting to learn. The people their are always friendly. There is never stress put on you, but there's always encouragement.



Jaima Saunders

17 reviews · 2 photos

★★★★★ 2 years ago

Most hands on, informative, understanding establishment yet! Enjoyed every opportunity here receiving both my CNA & CMA! Motivation & discipline to progress in YOUR life is what the instructors value here! Thanks Mrs. Susan!



Jasmine Jameson

Local Guide · 56 reviews · 60 photos

★★★★★ 2 years ago

I have taken the CNA and the CMA program with Mrs. Susan. I love the style of teaching. Its Hands on and actual knowledge you will use in the workplace. I wouldn't go anywhere else. Proud to me a Graduate from Mrs. Susan's class.



Fatou Gikineh

1 review

★★★★★ a year ago

Mid-America Nursing was my best school I've ever attended... as I'm writing my heart is filled with joy because I received quality education, clinical and the class was fun . And thank you so much Mrs Susan for teaching us the right things helping us get through this mild stone we've archlieved...I'm so happy to do my CNA at Mid-America Nursing 😊



Camille Breckenridge

1 review

★★★★★ 2 years ago

The instructors do a great job at not only preparing you for the state/national exam, but real life as well. I had originally planed to take only my CMA Class with them, but enjoyed my experience so much I am now enrolled in Phlebotomy with plans to continue my education with their M.A. program.



Anna Wright

1 review

★★★★★ 2 years ago - 📷

I was a student of the program here. My instructor, Susan, was extremely helpful in my journey to acquiring my CNA. She continues to be supportive and reachable for assltance even after I graduated from the course. Her services are grossly under priced for the level of education and insight she provides. I look forward to my continued relationship with Susan. She fully prepares you for the full spectrum of CNA work. I was very fortunate to be a part of her stellar program.



Stacey Morrison

9 reviews

★ ★ ★ ★ ★ 3 years ago

I had a wonderful experience attending and completing the CNA course at Mid-America Nursing and Allied Health Institute. The Instructor was very professional and there was plenty of hands-on time to learn the skills needed for this profession. My questions during the course were always answered clearly and I felt very confident taking my state exam. I would highly recommend this school to those who want a good education for this career. Stacey Morrison



Nancy Mugo

1 review

★ ★ ★ ★ ★ 2 years ago -

Mid-America Nursing and Allied Health Institute CMA course was enjoyable and engaging. Susan, The Tutor of the Course, is very good instructor. She was engaging, clearly answering all of my questions, and very patient with me. Taking the State Test soon, I feel very prepared and Confident in passing.



Ashley Jackson

2 reviews · 1 photo

★ ★ ★ ★ ★ 2 years ago

Mid-America Nursing was more than I could ask for. Susan was my instructor and from the beginning we were her first priority and learning everything we would need to know working as CNAs. Susan had a mix of hands on and PowerPoint slides that gave me the ability to put what I'm learning to the "test." Overall, Mid-America Nursing was too good to me and I'm well prepared to go out and be the best CNA I can be.



Quinnekka Henley

9 reviews

★ ★ ★ ★ ★ 2 years ago

I first heard about Mid-America Nursing from my uncle. He said that Susan was the best she gets down and dirty and makes sure every one of her students has the proper training. Me being who I am I just knew I had to seek her out and and soak up as much knowledge as I could. I enrolled in the CNA program on the weekend. We had lots of hands on and in class curriculum as well as a website where they had a practice test on each section we covered not only that she also showed us how to treat the elderly and talk to them and have care and patience for them and my favorite part was the Infection prevention part! I learned sooo much and my life was forever changed! I always knew I wanted to work in the medical field and I always made excuses for myself as to why I had not got started. but after meeting Ms. Susan and learning where she came from and everything she was able to accomplish I just knew I could be as successful as I wanted if I set my mind to be and this is only the beginning!



Constantine Noubissi

1 review

★ ★ ★ ★ ★ 2 years ago

This is a right place to go for your health service career.this institute has all the equipment that you need for your course and training.I took my CMA here and I am 100% satisfied.



Jennifer Cummings

1 review

★★★★★ a year ago

I had done a lot of research trying to decide which school I should choose to get a jumpstart into the healthcare field. I chose Mid-America Nursing & Allied Health and I absolutely do not regret it. You will leave even more determined and inspired. I currently work as a CNA and I can hear Mrs. Susan Omare's teaching/keys for life in my ear telling me "You can do this", "Don't doubt yourself", "The sky has no limit". She holds herself to a higher standard and expects nothing less from her students. Whatever class you choose to take at Mid-America Nursing & Allied Health, you will leave with more than just a certificate, you will leave with fuel and inspiration for life!



Dayna Carney

3 reviews

★★★★★ 3 years ago

Susan runs a top notch accelerated CNA program. Her experience and love for her job shines through. I received a quality education in an appropriate time frame. My clinical experience and assessments were thorough and I am ready to begin work!



allaura johnson

1 review

★★★★★ 3 years ago

The school is amazing! I learned so much! The teachers are very hands on and teach you things that aren't even in the book! :) I have gained valuable knowledge to last me a life time! Truly exceptional!



Paige Gutteresen

3 reviews

★★★★★ a year ago

I would highly recommend Mid-America Nursing & Allied Health to anyone who is interested in healthcare.

I had one of the best experiences as a Fast Track CNA student. Our coursework was challenging, but taught many skills including leadership in the healthcare industry, & the abilities to provide the best quality of care.

Mrs. Susan, along with the entire staff at Mid-America were outstanding. The learning environment was not only fun, & professional, but also welcoming. This is a one of a kind program. I made lifelong friendships, gained one-on-one skills, & also learned about myself in the workplace. I couldn't be happier with my learning thus far, & can't wait to continue as a healthcare professional!



Braheem Randall

1 review

★★★★★ 2 years ago

Where do I begin? Mid-America Nursing is awesome! The education that I received at this institution was beyond impeccable. I learned about many things such as medical terminology, clinical skills, infection prevention, health quality, etc. Everything from the knowledge gained, to the clinical sessions was taught by the most compassionate instructor I've ever encountered, Susan Omare. If you are looking for a great quality education and experience, Mid-America Nursing & Allied Health Institute will exceed your expectations!



James karanja

1 review

★★★★★ 2 years ago

I had wonderful time studying in mid america.the teachers are good and made my learning easy .long live mid America.



halle connelly

1 review

★★★★★ 2 years ago

I took the CNA fast track course with Susan, who initiated this program only last summer, and learned far more than I expected! Susan was such a hands-on, interactive instructor who was instrumental in preparing myself, and the rest of my classmates, for a future in health care. I learned more than I thought possible and enjoyed every second of it! I am pursuing a future in nursing and this course truly taught me so much that I would now like to come back to take a CMA or phlebotomy course to further my education. Thank you Susan for your time and education, I truly am better off now because of you! I strongly encourage anyone considering this class to take it!!!



Erin Howat

1 review

★★★★★ 3 years ago

I have enjoyed my experience getting my CNA certification from this school. Susan and the staff are very organized and knowledgeable with plenty of experience. They make it fun and prepare you well for what you will experience on the job. I cannot say enough about this school, go here, you won't regret your decision.



Rachel Williams

1 review

★★★★★ 2 years ago

I would highly recommend Susan Omare for the CNA class. She is a wonderful teacher and shows you how to do everything the correct way so when you are doing clinicals you are prepared. I am taking the CMA class coming up because I loved this nursing program so much!



James McConnell

Local Guide · 19 reviews · 1 photo

★★★★★ 2 years ago

I went here to use thier testing facillity for an IT certification I needed for work. Super calming atmosphere, really helped with my test anxiety. Will be back for any future tests I need proctored .



Natasha LaGrega

1 review

★★★★★ 2 years ago

I just recently completed the phlebotomy course and CPR course at Mid America Nursing and Allied Health Institute, and I must say I had a very positive experience. Phlebotomy was an 8 week course that provided a combination of informative in class lectures, and exceptional hands on practice. The instructor John was very good at helping everyone in the class perfect their abilities for drawing blood, as well as the other clinical skills we learned in the class, from his years of experience working in healthcare. Mid America Nursing and Allied Health always has such a positive environment, with every instructor being very warm and welcoming to everyone. When I just took the CPR course a matter of days ago, Susan was very kind and really made sure everyone in the class knew how to perform effective, high-quality CPR before letting us get our certification. Overall, I was able to walk away from these courses with a really strong skill set and knowledge about phlebotomy and CPR. In fact, I just passed the national phlebotomy certification test through the NHA a couple weeks ago, so I am a Certified Phlebotomy Technician (CPT)!



Brooke Whalen

1 review

★★★★★ 3 years ago

Amazing school very flexible with you about class scheduling. Very hands on and interactive close school setting very one on one with the teacher Susan is awesome I'm definitely going back!



rithy black

1 review

★★★★★ 2 years ago

I love this school, it is a nice place. Susan Omare is a very helpful person. All people work with her are very kind.



Heather Pestock

1 review

★★★★★ 3 years ago

I Recently did the CNA refresher course! Very hands on and Susan was very helpful! Highly recommend and plan on doing more courses there!!



the truth

2 reviews

★★★★★ 2 years ago

I had an amazing experience with mid-American Nursing & Allied. Our instructor Suzanne Omare was great. She taught us as we were her own kids. I and my classmates worked together with Suzanne to make our dream true. The school environment is clean and calm for study. I will definitely recommend this school to anyone looking for medication aide classes and update his or her certification. It is even affordable.



Chika Mbaezue

1 review

★★★★★ 2 years ago - []

Perfect learning environment and Ms. Susan is inspirational to me and others. I will definitely recommend taking classes or exams here.



mzcarbear20

3 reviews

★ ★ ★ ★ ★ 2 years ago

Warm loving environment. Wonderful teacher. Very hands on experience.



Saeed Masumi

Local Guide · 10 reviews · 2 photos

★ ★ ★ ★ ★ 2 years ago

Started my CNA here, and I am very lucky to have selected Midamerica Nursing Institute and Susan as my instructor. Her experience and love for this field and job is what makes her a perfect teacher for all the healthcare courses taught in here!



Stephanie Harris

2 reviews

★ ★ ★ ★ ★ 2 years ago

Please do not go here, so not what it seems. Was left to teach myself all of the cma



Eddah Kamande

1 review

★ ★ ★ ★ ★ 2 years ago

I completed my CMA at this Institute in March and I recommend this school for anyone interested in doing CNA, CMA. My instructor, Susan, is very knowledgable and passionate about teaching. She was so nice and took time to explain and make sure we all understood and my classmates were nice too; i made friends :-).

I also like how the school has different class time accommodating everybody, it worked so well with my busy schedule



Stellan Ngobiro

2 reviews

★ ★ ★ ★ ★ 3 years ago

Mid-america Nursing and Allied Institute is definitely the place to go. After the completion of my CNA class, I am proud to say that I am glad I chose this School. Got to learn so much more than could be thought anywhere. What's more; there is a flexibility with choice of classes. The team at Mid-america is awesome too. Would recommend this School to anyone!!



Brenda Lucio

1 review

★ ★ ★ ★ ★ 3 years ago

Amazing teacher! Very nice and flexible with hours! Also very friendly! I highly recommend it!



AbyssWalkerWill

3 reviews

★ ★ ★ ★ ★ 3 years ago

Took my CNA course here. The class is very good and is well taught. I feel completely prepared to work as a CNA after taking this class. I would highly recommend you go here!



Linda Fantroy

2 reviews

★★★★★ 3 years ago

I really enjoyed my learning experience here. I took the CMA class. Our teacher was fun but professional. I encourage anyone who is looking to do CNA or CMA classes to do it here, you won't regret it! Thanks teach. I have the confidence to do my job well.



Fatoujabbi Jabang

1 review

★★★★★ 2 years ago - [US]

I took my wife there to do the CNA program after finishing, she told me that in order you have to go an experience this for yourself, she says the place was well organized for learning, the tutors are very experienced, dedicated, humble and above all willing to help you learn. I took the chance with my 12hrs night shift full time job I knew I will have few hours or no time to study. On my supplies after the first three days I came on my notice that I don't need to read that much because she, Susan our tutor is giving all I need to know as a CNA, she got a wealth of experience, her willingness to help during our clinicals was amazing, am happily going to enroll for CMA January 2018. Thanks Mid-America for helping me attain one of my dreams.



SC

3 reviews

★★★★★ 3 years ago

I am pleased that I chose Mid-America for my CNA training. The experience was top-notch. I felt confident and well prepared for clinicals. I would highly recommend this school to anyone seeking CNA certification.



Devin Edwards

2 reviews

★★★★★ 2 years ago

Extremely satisfied with the education I received. Although I am fortunate enough to have a home computer and apt to house it the school's library would have afforded me a place to study with generous daytime and weekend hours. When I called to ask for more info the instructor and owner Susan Omare called me back within 2 minutes from her car on a road trip to answer my questions (it was a weekend even); the school auto forwards all calls to her cell 24hrs a day.

Although I lived within walking distance of the school, there was a break room w/ fridge if I had needed to bring dinner (my classes were typically 5.5hrs in length though with 10-15 min breaks and a dinner break within that time frame).

Susan is a stellar and inspiring instructor who kept class lively. The lab room was well equipped with 3 Medical Manikin and all necessary practice PPE. I purchased and received my CPR training (after class w/ a fellow student) though Mid-America Nursing and was able to purchase all necessary classroom materials (Hunter Green scrubs, gait belt, BP Cuff & stethoscope, it's all in syllabus).

When it came time to pass the state exam I felt prepared and passed w/ a 96%.

Highly recommend Mid-America Nursing for any aspiring nurse, and <3 to Susan Omare, a wonderful instructor.



Marcia Bettim

2 reviews

★★★★★ 3 years ago

I just finished my CNA course here. Excelent experience!
Interesting program (very hands on), great teacher (Susan, she is clear and direct) and the training helped me gain confidence as a CNA. This course exceeded my expectations!



Naomi West

3 reviews

★★★★★ 3 years ago

Had a great learning experience. Small class. Would encourage any one who is looking for a CNA/CMA class to enroll.



Sousan Mozafari

2 reviews

★★★★★ 3 years ago

I want to say thanks to my teacher because she is nice and friendly. I am going to start my CMA job. Thank you for everything.



Taylor Rose

1 review

★★★★★ 3 years ago

I highly recommend this school for anyone wanting to become a CNA. Susan was awesome! The hours were flexible. Clinicals were very helpful and hands on. Thanks Susan for all you have taught me. I cannot wait to start my CNA job.



Devonna Warren

1 review

★★★★★ 3 years ago

I took a CPR class here and it was great!!! Now enrolling in the CMA class can't wait!!!!



Asabe O'Neill

1 review

★★★★★ 4 years ago

Great school!



Patrick Horn

Local Guide · 8 reviews · 66 photos

★★★★★ 4 years ago

Nice well informed people.



monica Karanja

3 reviews

★★★★★ 3 years ago



Madelyn Lietz

4 reviews

★★★★★ a year ago



Jade Colclasure

1 review

★★★★★ 3 years ago



Jenn Jenn

1 review

★★★★★ 9 months ago



Omotayo Temitope

1 review

★★★★★ 3 years ago



Samuel Abel

★★★★★ 11 months ago



Cameron Zoraghi

1 review

★★★★★ a year ago



Kirk Wright

Local Guide · 15 reviews · 21 photos

★★★★★ 10 months ago



Evelyn Peng

★★★★★ 3 years ago



Winnie Achieng

1 review

★★★★★ a year ago



Bernice Quaye

★★★★★ 6 months ago

Response from the owner 3 months ago

Thanks, Ms. H!



Val Nascimento

★★★★★ 7 months ago



Carletta Barnes

1 review

★★★★★ 2 years ago



Naudia Joseph

2 reviews

★★★★★ 2 years ago



sarah mwamba

1 review

★★★★★ 5 days ago



Shae Redd

1 review

★★★★★ a month ago



Mariam F

1 review



★ ★ ★ ★ ★ a week ago

Got my CMA from Mid America. The instructor was amazing. She incorporates a lot of professionalism which I appreciate.

Like



Perla Resendez

2 reviews



★ ★ ★ ★ ★ a week ago

My experience at Mid-America nursing & allied institute was AMAZING. Mrs. Omare is a great teacher she's an honest human being. I got two license as a CNA & CMA this year. And I couldn't be any happier she made me feel super comfortable to do my job & be respectful to the residents & patients. Thank you so much. Wishing I could go back for another course

Like



Lydia Derrow

3 reviews



★ ★ ★ ★ ★ 3 weeks ago

If you are looking to get your CNA, this is the place to go. Mrs. Omare is a great teacher. I did the accelerated course, I thought the fast pace would be too much for me, but it was perfect. Because of her wonderful teaching, I was able to get a job at Saint Luke's Hospital and I am so excited to begin this new journey of my life. I wouldn't have been able to accomplish this in my life if I didn't have Mrs. Omare and the staff of Mid-america Nursing & Allied Health Institute, Inc.

Like



Denia Dobbins

1 review



★ ★ ★ ★ ★ 3 weeks ago

I just got my CMA certification at Mid-America Nursing & Allied Health Institute, and I'm very happy that I chose this school. I had Mrs. Watson as my Professor, and I was impressed with the way she teaches. She is very knowledgeable, and you can tell that she really likes what she is teaching. She is strict, but at the same time she makes the class fun, she creates a positive atmosphere. She guides you to succeed when you take the State Exam.

I would recommend this school to Friends and family! I'm very pleased with the experience.

Like



Jackline Musau

1 review

★★★★★ 3 weeks ago

This school is the best here in Kansas. In just 14 days you become a certified CNA. If you are looking for somewhere to study and have fun this is the place to be. Shout out to my instructor Mrs. Omare.



Asli Mubarak

1 review

★★★★★ 4 weeks ago

I did the 14 day class MON-FRI 7:30AM-2:30PM & honestly it was the best decision I've ever made! Mrs. Omare has such a good personality & manners! Such a good communication skills and makes sure you're doing good. It's always a good set schedule. Lab/clinic days are my favorite!! It always fun. Mrs. Omare is always a clean freak haha she has OCD & she always makes sure her building is clean! One day during lunch break I left my chips lying on the desk wide open and when I returned to class my desk was clean & she wrapped my chips up and put it in a safe clean spot 😊. Thank you Mrs. Omare I can't wait to come back again and do my CMA! You're such an amazing teacher!!!!



Natalie Shepherd

1 review

★★★★★ 4 weeks ago

I did the 14 day CNA program and I am sooooo happy I did. This program pushes you and prepares you very well for on the job skills and state exam. The way the learning structure is and Mrs. Omare's teaching ability made me feel very confident. I would recommend this program and other programs they offer to anyone. At first I thought it was going to be very overwhelming with being only 14 days, but it was not overloaded and made me feel great about my knowledge and skills.



gbubtzy

1 review · 16 photos

★★★★★ a month ago

Application for Initial Approval of a Nursing Program
K.S.A. 65-1118 & K.A.R. 60-2-101
Kansas State Board of Nursing
Checklist & Table of Contents

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	Name of controlling institution
	Name and title of administrator of controlling institution
	Description of legal body responsible for general policy and provides financial support of nursing education program
	Name, title and credentials of the administrator of the nursing education program
	Adminstrator job description
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	Nursing Program
	Course of study
	Credential to be conferred
	Proposed date of initial admission of students to the program
	Number of admissions each year and number of students per admission
	Admission requirements
	Proposed curriculum with total number of hours of both theoretical and clinical instruction
	Curriculum Table
	Clinical Agencies
	List of each affiliating agency and census of each
	Signed contracts of letters from clinical facilites stating they will provide clinical experiences for the program's students
	Faculty
	Number, qualifications and assignments of faculty members

Application for Initial Approval of a Nursing Program

K.S.A. 65-1118 & K.A.R. 60-2-101

Kansas State Board of Nursing

Checklist & Table of Contents

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KSBN EDUCATION

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	Clinical Agencies
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	Faculty
28-29	Number, qualifications, and assignments of faculty members

General Information

Governing body	Wichita State University Campus of Applied Sciences and Technology 4004 N. Webb Road Wichita, Ks 67226
President	Sheree Utash, EdD 4004 N. Webb Road Wichita, Ks 67226
Administrator	Sarah Leftwich, Vice President Health Sciences and Grants Management 3821 E. Harry Wichita, KS 67218
Program Admin.	Patricia Plank, MSN, RN; Associate Dean, Nursing 213 N. Mead Wichita, KS 67202
Course of study	Associate Degree Registered Nurse
Credential	Associate of Applied Science – Registered Nurse

Mission Statement

The Mission of WSU Tech is to provide quality higher education and leadership in workforce training that supports economic development for a global economy.

The mission of the RN program is to provide quality, inclusive nursing education that leads to safe, competent, professional nurses that are prepared to meet the needs of the local healthcare community.

The RN program supports the mission of WSU Tech by contributing to the health of the local workforce enabling them to contribute to the global economy.

Values

The RN program faculty support the values of WSU Tech. We believe in the values of teamwork, respect, integrity, vision, leadership, and service.

The faculty work together as a team both within the nursing department and with other departments throughout the college.

We treat our colleagues and students with respect and kindness, setting an example for students in how to treat each other, faculty, clinical staff, and clients. Incivility is not tolerated at any level.

We endeavor to uphold the highest standards in all our actions, setting the standard for our students to follow in demonstrating ethical behavior in the classroom and clinical setting.

We implement our vision of the future of nursing education by staying current on best practices in nursing education, including high quality simulation, hybrid options, and preparing students to think critically and implement clinically sound interventions.

We provide leadership to students and colleagues and encourage them to develop leadership skills.

Recognizing that nursing has always been a service profession, we exemplify service to all and encourage our students to do the same.



Position Description: Associate Dean of Nursing

Division: Academic Affairs

Department: Nursing

Supervisor's Position: Dean, Health Sciences

At the WSU Campus of Applied Sciences and Technology (WSU Tech) we are DRIVEN by our mission of creating opportunities for a better life to our students and providing the best trained workforce for area employers.

You are to deliver ENTHUSIASTIC, POSITIVE, and EXCEPTIONAL service, regardless of the job, working for our students, other employees, and community partners/employers.

Show GRIT and GRACE and strive to give it your all 100% of the time, because you are to be of service. You will serve our students and your co-workers who deserve your best.

Job Summary:

The Associate Dean of Nursing provides educational management and executive leadership in the areas of Nursing and Short-Term Health. This position provides leadership and direction in the development of courses and programs in collaboration with business and industry/other educational institutions; maintains accreditation standards in all nursing and short term health programs; ensures a positive environment for teaching and learning; and advocates for faculty, students, and staff. The Associate Dean of Nursing reports to the Dean of Health Sciences.

Essential Duties and Responsibilities:

1. Monitors/coordinates all areas of Nursing and Short Term Health including academic instruction and clinical experiences.
2. Ensures that nursing and short term health programs maintain accurate and complete records/reports on students and submit timely reports to accrediting/regulatory agencies.
3. Provides systematic review of programs and presents plans for continuing development & success.
4. Works closely with the Academic Coordinator, Nursing to maintain accurate and complete:
 - o Records/reports on students.
 - o Contracts with clinical sites.
 - o Credentialing/licensure/immunization(s)/records as required by the profession on all assigned faculty.
 - o Reports to accrediting/regulatory agencies.
5. Selects, mentors, supervises and evaluates nursing and short term health directors, lead faculty, and academic coordinator.
6. Collaborates with Program Directors in the organization, structure, and sequence of instruction for the programs in classroom, lab and clinical settings.
7. Maintains effective relationships with local health care facilities, professional organizations, and clinical personnel to promote positive learning experiences for students.
8. Serves as a resource in curriculum and program development, KBOR curriculum alignment.

9. Ensures all mandated safety procedures are practiced, taught, and incorporated into curricula. Participates in information planning and marketing of Nursing and Short Term Health programs in cooperation with the marketing and coaching staff
10. Monitors compliance with the Academic Code of Conduct and responds to student violations.
11. Address student issues in areas of supervision and participate in academic grievance processes Reviews course syllabi and other instructional materials for relevant, accurate, and current content.
12. Provides direction and oversight for Nursing and Short Term Health course schedules
13. Monitors enrollment patterns, cost/benefit information, and other critical data to identify class schedule opportunities and strategies for program improvement
14. Promote and support the use of new instructional technologies to improve education and educational delivery
15. Represents the needs and interests of faculty and students by participating in various committees and task forces as directed
16. Facilitates academic meetings and collaborative activities to ensure faculty ownership of and involvement in the improvement and accreditation processes of the College
17. Develops new and innovative programs and courses designed to meet the training needs of the community
18. Establishes a positive learning environment free of bias, harassment and discrimination
19. Promotes opportunities for ongoing staff development, including orientation, in-service education, research and other professional growth
20. Monitors individual program budgets within Nursing and Short Term Health
21. Keeps faculty, staff, and administration informed of pertinent situations within the program and of community/professional activities affecting Health Science programs
22. Performs other duties as assigned.

Education, Experience, Knowledge & Skills Needed:

- Graduate degree in nursing.
- Has and maintains a current Kansas RN license throughout employment.
- Has and maintains current American Heart Association CPR instructor certification.
- Obtains at own expense yearly TB test and other immunizations or physical examinations required by clinical site
- Two years of post-secondary teaching experience in nursing or a combination of five years of industry and/or post-secondary teaching experience preferred.
- Minimum of 3 years' experience in education or health care administration
- Ability to function effectively with a variety of simultaneous responsibilities and deadlines.
- Ability and knowledge to provide a team approach for planning, development, and overall operation.
- Ability to effectively organize and direct personnel; strong conflict negotiation and leadership skills.
- Ability to provide leadership for the teaching/learning process and faculty development to improve student achievement and progression.
- Ability to work collaboratively with Industry Advocate Teams, colleagues, other educational institutions, public non-profit agencies, business and industry, community and other stakeholders
- Strong verbal and written communication skills
- Basic knowledge of Microsoft Word and Outlook applications
- Ability to work under pressure and meet deadlines
- Thorough knowledge of the proper safety and handling of materials used in the field

Other Position Requirements:

1. Works effectively and productively as a team member. Keeps others informed of information needed. Treat others with respect, maintaining a spirit of cooperation.
2. Maintains effective and professional verbal and written interactions with peers, customers, supervisors and other staff. Uses diplomacy and tact in dealing with difficult situations or people. Demonstrates effective listening skills. Is receptive to constructive feedback.
3. Maintains acceptable overall attendance record, to include department meetings, all-employee meetings/trainings as required. Ensures appropriate notification to supervisor for absences, and ensure that work is covered. Be flexible in work schedule when needed.
4. Produces quantity of work necessary to meet job requirements.
5. Demonstrates the ability and willingness to handle new assignments, changes in procedures and business requirements. Identifies what needs to be done and take appropriate action.
6. Completes assigned work; meets deadlines without reminders/follow-up from supervisor or others.
7. Performs work conscientiously with a high degree of accuracy.
8. Focuses on the Shocker PROUD Competencies: Professional, Responsive, Open, Understanding and Dependable
9. Participates in at least 20 hours of professional development activities to remain current with industry trends and advancements.

Working Conditions:

Possible exposure to blood borne pathogens requiring hepatitis B vaccine or signed waiver. Must be able to perform the essential functions of the job, with or without accommodation. Must be able to work in a multi-tasked, high-volume environment, completing multiple and competing priorities. Daily attendance is required to meet the needs of students and prospective students.

Attendance is required at meetings and in-services, some of which may be out of the area. Schedules may fluctuate to accommodate student needs, deadlines and delivery of services, including evening and weekend work when necessary. Long periods of sitting or standing will be required. Independent travel to by car and public carrier is required to enable flexibility to work at alternate campuses when needed. If driving a personal vehicle for college business, a valid driver's license and current auto insurance is required.

All of the above information is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required by the position. Duties and assignments may be modified as needed.

Employee Name (print please)

Employee Signature

Date

11/18

Rationale

The proposed Registered Nurse program entered the idea conception and research phase in the late fall of 2019. WSU Tech hosted a meeting of health professionals in the Wichita region. The meeting goals included the review of immediate and future employment needs across the full spectrum of health care professions and a review of how WSU Tech could help maintain a robust pipeline of health care graduates. During this meeting, representatives from local health care employers discussed the need for a 2-year RN program in Sedgwick County to meet the expected demand for nurses in the region. Julianna Rieschick from Ascension/St Joseph requested that Dr. Utash (President of WSU Tech) pursue an Associate of Nursing degree at WSU Tech.

WSU Tech completed a scan of employment data sources, including Kansas Department of Labor's Long-Term Occupational Outlook and JOBSeQ data, and completed a survey of potential students. According to a report on Workforce Region IV from JobsEQ healthcare and social assistance is expected to be the fastest growing sector over the next 5 years with a =1.3% year-over-year rate of growth. Employment projections from the Kansas Department of Labor 2016-2026 shows 417 annual openings for Registered Nurses in South Central Kansas. Both projections are from pre-COVID data. A survey of current and recent nursing students at WSU Tech conducted in Fall of 2019 showed 165 of 172 students were interested in attending an associate degree RN program at WSU Tech. Just based on word of mouth from the interest survey, we currently have a list of over 130 people who have expressed interest in an associate degree nursing program at WSU Tech, asking to be contacted when we get approval to begin the program. With the pandemic, health systems in Sedgwick County are anecdotally reporting increased difficulty in filling open positions.

Potential effect on other programs.

There are no other associate degree nursing programs in Sedgwick County. Wichita State University and Newman University both have baccalaureate degree programs. Historically, BSN programs draw from a different pool of candidates than associate degree programs. Butler Community College and Hutchinson Community College are the closest associate degree programs. Students who have inquired about a nursing program through us are looking for something closer to home so they don't have to travel to Hutchinson or El Dorado.

Sources of Financial Support

The development of the Registered Nurse program at WSU Tech is financially support by the college's New Program Development Funds and Capital Outlay funds. Once approved and started, student tuition and fees will also help support the program.

RN Program Budget Needs

Title	Estimated Cost	Funding	
Director 1 FTE	65,000	New Program Development	Start by January 22
Faculty 1 FTE	55,000	New Program Development	Start by July 22
Adjunct	15,000	Tuition	Start by August 22
Salaries	135,000		
4 Additional beds	35,000		
Birthing mannequin	35,000		
High Tech Newborn	35,000		
Nursing Annes	40,000		
Software for mannequins	25,000		
Miscellaneous	10,000		
Equipment	180,000	New Program Development	
Curriculum Development	35,000	Grant	
Site visit	1,000	New Program Development	
Facilities remodeling	100,000	Capital Outlay	
Consumables	20,000	Student fees	

Admission Requirements

Upon approval of the Kansas State Board of Nursing and the Kansas Board of Regents, WSU Tech plans to admit students August 1, 2022 for the fall 22 semester. We are asking for approval to admit up to 20 students once a year.

Requirements:

Admission Requirements:

The requirements for admission to the Registered Nurse program are:

- Documentation of high school graduation or satisfaction of high school equivalency certificate requirements.
- Complete a Health Sciences program application
- Be a current Kansas Certified Nurse Aide (CNA) and provide a copy of current CNA certificate from KDADS to WSU Tech.
- Current CPR certification with the American Heart Association for Health Care Providers for infant, child and Adult AED or equivalent.
- Complete the TEAS Test: Composite Score of 60%; Reading Score of 60%. ACT or SAT scores may be substituted for the TEAS if taken within the last three years.
- Attend an information session prior to registration.
- Complete all general education requirements including Anatomy and Physiology (acceptable for no more than 5 years after completion date), General Psychology, Pathophysiology, ENG 101 English Composition before admission to the program.
- Pay for and pass a criminal background check and drug-screen test at an agency designated by WSU Tech.
- Complete required health examinations and immunizations, at their own expense, by designated date.
- Complete application and related procedures.
- As required by WSU Tech policy, any felony and/or crimes against a person preclude admission to health programs. NURSE PRACTICE ACT STATUTES & ADMINISTRATIVE REGULATIONS Statute 65-1120.

Associate Of Applied Sciences Degree – 65 Credits

Semester 1

Course #	Course Title	Credits	R – required E – Elective
BIO 150	<i>Human Anatomy & Physiology</i>	5	R
ALH 175	<i>Pathophysiology</i>	4	R
ENG 101	<i>Composition I</i>	3	R
PSY 101	<i>General Psychology</i>	3	R

Semester 2

Course #	Course Title	Credits	R – required E – Elective
ADN 120	<i>Introduction to Nursing Concepts</i>	1	R
ADN 130	<i>Foundational Concepts in Nursing</i>	6	R
ADN 140	<i>Pharmacological Concepts in Nursing I</i>	2	R
	<i>Elective - 3 Credits</i>	3	E

Semester 3

Course #	Course Title	Credits	R – required E – Elective
ADN 150	<i>Professional Nursing Concepts I</i>	4	R
ADN 160	<i>Client Care Concepts I</i>	6	R
ADN 170	<i>Pharmacological Concepts in Nursing II</i>	2	R

Semester 4

Course #	Course Title	Credits	R – required E – Elective
ADN 180	<i>Client Care Concepts II</i>	6	R
ADN 190	<i>Professional Nursing Concepts II</i>	4	R
	<i>Elective - 3 Credits</i>	3	E

Semester 5

Course #	Course Title	Credits	R – required E – Elective
ADN 200	<i>Client Care Concepts III</i>	6	R
ADN 210	<i>Transition to Practice</i>	4	R
	<i>Elective - 3 Credits</i>	3	E

Electives

Course #	Course Title	Credits	R – required E – Elective
ALH 110	<i>Principles of Nutrition</i>		Elective
SOC 101	<i>Principles of Sociology</i>		Elective
PSY 120	<i>Developmental Psychology</i>		Elective
ALH 101	<i>Medical Terminology</i>		Elective

Introduction to Concepts in Nursing **1 Credit (15 clock hours)**

This course introduces students to a core set of concepts critical to professional nursing practice. Conceptual learning and its role in promoting deep learning will be examined. Students will complete concept analyses on selected concepts that will be used throughout the curriculum. Evidence-based exemplars will also be briefly reviewed in relation to selected concepts.

Pre-requisite: admission to nursing program.

Co-requisites: Foundational Concepts in Nursing; Pharmacological Concepts in Nursing I.

1. Discuss the purpose of a concept-focused curriculum.
2. Define what concepts are and their role in a concept-based curriculum.
3. Review the list of concepts upon which this curriculum is based.
4. Analyze the three categories that accommodate groupings of concepts.
5. Develop a concept analysis for a selected concept.
6. Define what exemplars are and how they are related to concepts.
7. Identify exemplars for the concept under study and add to concept analysis.

Foundational Concepts in Nursing 6 credits: 4 credits didactic (60 clock hours)
2 credits clinical (90 clock hours)

This course introduces students to concepts under the category of Client-Centered Care. Emphasis is placed on the knowledge and skills needed by professional nurses to provide safe, quality care. The theoretical foundation for nursing skill and the nursing process is presented and provides students an opportunity to demonstrate these skills in a laboratory setting.

Pre-Requisite: admission to the nursing program.

Co-requisite: Introduction to Concepts in Nursing; Pharmacological Concepts in Nursing I

1. Discuss the importance of recognizing client attributes, considering their diverse backgrounds, preferences, and values (culture, development, reproduction).
2. Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of clients (mood and affect; sensory perception; hygiene; activity and exercise; infection control; elimination; nutrition; comfort/pain).
3. Discuss the nurse's role in implementing strategies to promote an environment that is safe for the client, self, and others.
4. Demonstrate basic nursing skills using proper techniques and measures to promote safe, quality, client-centered care.
5. Apply the various elements of the nursing process to clinical decision-making.

Pharmacological Concepts in Nursing I

2 credits (30 contact hours)

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals. It focuses on selected drug classification, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy using the nursing process. Nursing implications relative to the utilization of selected drug therapy are examined. Safety and legal implications of drug administration are discussed as it applies to selected therapies.

Pre-Requisite: admission to the nursing program

Co-requisite: Introduction to Concepts in Nursing; Foundational Concepts in Nursing

1. Apply principles of pharmacology, pharmacokinetics, and pharmacodynamics to medication therapy.
2. Recognize selected major classifications of medications, common medications within each classification, their side effects, and contraindications.
3. Discuss nursing implications and concepts of safety when performing medication administration.
4. Recognize that each client's unique physiology and body system function will influence the pharmacokinetics and pharmacodynamics of medication therapy.
5. Discuss the legal and ethical implications/aspects of medication administration.
6. Identify basic pathophysiologic conditions and correlate the pharmacotherapeutic interventions utilized in client care.
7. Apply standard mathematical principles to accurately calculate dosages of prescribed pharmacologic agents.

Client Care Concepts I

6 credits:

4 credits didactic (60 clock hours)

2 credits clinical (90 clock hours)

This course focuses on the category of Client Centered Care. Emphasis is placed on care of clients across the lifespan with concept-related health alterations that require intervention. Students are provided an opportunity to apply theoretical concepts and implement safe client care to clients in a variety of clinical settings.

Pre-Req: Intro to Concepts in Nursing, Foundational Concepts in Nursing; Pharmacological Concepts in Nursing I.

Co-Reqs: Professional Nursing Concepts I; Pharmacological Concepts in Nursing II

1. Perform a basic health assessment of clients across the lifespan to identify deviations from normal.
2. Develop evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for clients across the lifespan.
3. Participate as a member of the interprofessional healthcare team in the provision of safe, quality care.

- | | | |
|--|-------------------|--|
| Professional Nursing Concepts I | 6 credits: | 4 credits didactic (60 clock hours)
2 credits clinical (90 clock hours) |
|--|-------------------|--|

Pre-Req: Introduction to Nursing Concepts, Foundational Concepts in Nursing; Pharmacological Concepts in Nursing I.

1. Discuss the role of the nurse and scope of practice related to established code of ethics, nurse practice acts, and professional guidelines.
2. Review the spectrum of health and healthcare settings across which client care is provided.
3. Recognize the importance of profession-related concepts as they pertain to "Quality and Safety Education for Nurses" QSEN.
4. Discuss the concepts integral to the provision of client-centered care: nursing process, clinical judgment, advocacy, cultural sensitivity, diversity, and communication.
5. Examine the characteristics of professional nurses, including professional behaviors and professional identity.
6. Identify the characteristics of effective leaders and leadership roles held by professional nurses.
7. Discuss the importance of communication and developing therapeutic relationships in healthcare.
8. Examine how systems-based practice is integral to work within healthcare organizations and as a part of the healthcare team.

Education 300

This course is a continuation of Pharmacological Concepts in Nursing I. The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals. It focuses on selected drug classification, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy using the nursing process. Nursing implications relative to the utilization of selected drug therapy are examined. Safety and legal implications of drug administration are discussed as it applies to selected therapies.

Pre-Req: Intro to Nursing Concepts, Foundational Concepts in Nursing; Pharmacological Concepts in Nursing I.

Co-Reqs: Professional Nursing Concepts I; Client Care Concepts I

1. Apply principles of pharmacology, pharmacokinetics, and pharmacodynamics to medication therapy.
2. Recognize selected major classifications of medications, common medications within each classification, their side effects, and contraindications.
3. Discuss nursing implications and concepts of safety when performing medication administration.
4. Recognize that each client's unique physiology and body system function will influence the pharmacokinetics and pharmacodynamics of medication therapy.
5. Discuss the legal and ethical implications/aspects of medication administration.
6. Identify basic pathophysiologic conditions and correlate the pharmacotherapeutic interventions utilized in client care.
7. Apply standard mathematical principles to accurately calculate dosages of prescribed pharmacologic agents.

Client Care Concepts II

6 credits:

4 credits didactic (60 clock hours)

2 credits clinical (90 clock hours)

This course builds on Client Care Concepts I, focusing on the category of Client Centered-Care. Emphasis is placed on the care of clients across the lifespan with concept-related health alterations that require intervention. Students are provided an opportunity to apply theoretical concepts and implement safe client care to clients in a variety of clinical settings.

Pre-Req: Client Care Concepts I; Professional Nursing Concepts I; Pharmacological Concepts in Nursing II.

Co-Reqs: Professional Nursing Concepts II

1. Perform a comprehensive health assessment of clients across the lifespan to identify deviations from normal.
2. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for clients across the lifespan.
3. Collaborate with members of the interprofessional healthcare team while acting as a client advocate in the provision of safe, quality care.

4. Demonstrate clinical judgment when providing direct client care to clients with health alterations.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for a client's health alterations.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with clients and families, as well as professional relationships with members of the healthcare team.
7. Use health information systems and client care technologies in an effective and secure manner when assessing and monitoring clients.
8. Apply evidence-based knowledge in the provision of care to clients with health alterations.
9. Provide health- and safety-related education to clients and families using a variety of teaching methods.
10. Use organizational, time management, priority-setting, and decision-making skills in the provision of care to clients with health alterations.
11. Evaluate strategies used to provide a safe environment for clients, self, and others while supporting quality improvement initiatives.
12. Adhere to ethical, legal, and professional standards in the provision of care to clients with health alterations.

Professional Nursing Concepts II

4 credits (60 clock hours)

This course requires students to continue appraising concepts under the categories of Professionalism and Systems-Based Practice. Emphasis is placed on contemporary issues, as well as the concepts of Health Care Law, Ethics, Healthcare Organizations, Healthcare Quality, Healthcare Coordination, Leadership, Teamwork and Collaboration, and Professional Identity.

Pre-Req: Client Care Concepts I; Professional Nursing Concepts I; Pharmacological Concepts in Nursing II.

Co-Reqs: Client Care Concepts II

1. Defend opinions using evidence-based literature about selected contemporary issues and their effects on the profession of nursing, healthcare delivery system, and system-based practice.
2. Examine the organizational structure of a healthcare system, its governance structure, potential impact on the role of the nurse, and provision of healthcare in a work unit.
3. Evaluate the current healthcare system and the role of selected healthcare policies and the politics that surround their establishment.
4. Analyze selected leadership styles and theories and their effect on the management of employees.
5. Integrate principles of group process and teamwork into the operation of the interprofessional healthcare team.
6. Apply leadership skills and empowerment strategies when managing the care of clients, families, groups, communities, and populations.

7. Examine the ethical and legal principles of nursing practices and their roles in protecting client rights.
8. Explore the characteristics of the profession of nursing; the norms, values, attitudes, and behaviors essential to the role; and how professional identity is developed.
9. Analyze quality improvement and the nurse's role in identifying and acting to improve client outcomes.

Client Care Concepts III

6 credits:

4 credits didactic (60 clock hours)

2 credits clinical (90 clock hours)

This course builds on Client Care Concepts I and II, focusing on the care of clients across the lifespan with concept-related exemplary multisystem health alterations that require intervention. Students are provided an opportunity to apply theoretical concepts and implement safe client care to clients in a variety of clinical settings.

Pre-Reqs: Client Care Concepts II; Professional Nursing Concepts II.

Co-Reqs: Transition to Practice

1. Perform a comprehensive health assessment of clients with deviations from normal that contribute to multisystem alterations in health.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health.
3. Act as a client advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for clients with multisystem alterations in health.
4. Demonstrate clinical judgment when managing the care of clients with multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for clients with multisystem alterations in health.
6. Use verbal and nonverbal communication to promote caring, therapeutic relationships with clients, families, and groups, as well as professional relationships with members of the healthcare team.
7. Use healthcare information systems and client care technology to manage client care, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence-based knowledge in the management of care to clients with multisystem alterations in health.
9. Evaluate the efficacy of health-related education that has been provided to clients, families, and groups.
10. Use organizational, time-management, and priority-setting skills when managing a caseload of clients and making clinical judgments about their care.

11. Evaluate strategies used to provide a safe environment for clients, self, and others while supporting quality improvement initiatives.
12. Adhere to ethical, legal, and professional standards while managing the care of clients with multisystem alterations in health.

Transition to Practice **4 credit hours (60 clock hours)**

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

Pre-Req: Client Care Concepts II; Professional Nursing Concepts II.

Co-Reqs: Client Care Concepts III

1. Defend position using evidence-based literature about selected contemporary issues and their effects on the profession of nursing, the healthcare delivery system, and system-based practice.
2. Examine the organizational structure of a healthcare system, its governance structure, potential impact on the role of the nurse, and provision of healthcare within a work unit.
3. Analyze selected leadership styles and theories and their effects on the management of employees.
4. Integrate principles of group process and teamwork into the operation of the interprofessional healthcare team.
5. Apply leadership skills and empowerment strategies when managing the care of clients.
6. Delegate tasks within the legal parameters of that entity's scope and practice, ensuring safe, quality, client-centered care.
7. Act as an advocate for clients, families, groups, communities, and populations regarding healthcare and health-related decisions.
8. Use healthcare information systems and client care technology to manage client care, support clinical judgments, mitigate error, and communicate relevant client information with members of the healthcare team.
9. Manage the care of clients, families, groups, communities, and populations while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.
10. Evaluate the effectiveness of quality improvement strategies using client outcome data to improve healthcare services.
11. Assist in the implementation of mass casualty plans in the event of an emergency.
12. Analyze personal career goals and additional education or certification needed to achieve these goals.

Curriculum Table for RN Program

Curriculum Requirements	Courses that meet requirements
1. Aspects of a safe, effective care environment, including management of care, safety, and infection control.	Foundational Concepts in Nursing Pharmacological Concepts in Nursing I Pharmacological Concepts in Nursing II Professional Nursing Concepts I Client Care Concepts I Client Care Concepts II Client Care Concepts III Transition to Practice
2. Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease.	Client Care Concepts I Client Care Concepts II Client Care Concepts III
3. Psychosocial Integrity, including coping, adaptation, and psychosocial adaptation	Foundational Concepts in Nursing Client Care Concepts I Client Care Concepts II Client Care Concepts III
4. Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation.	Foundational Concepts in Nursing Client Care Concepts I Client Care Concepts II Client Care Concepts III Pharmacological Concepts in Nursing I Pharmacological Concepts in Nursing II Professional Nursing Concepts I Professional Nursing Concepts II

Clinical Sites for ADN Program

The following clinical facilities have provided letters of support and indicated a willingness to serve as clinical sites for the ADN program:

Newton Medical Center 600 Medical Center Dr. Newton, Ks 67114	Acute care facility in Newton – 103 beds
Ascension Via Christi St. Joseph/St. Francis 3600 E. Harry Wichita, Ks 67218	Acute care facility in Wichita – 595 beds
Kansas Masonic Home 402 S. Martinson Wichita, Ks 67213	Independent Living, Assisted Living, Memory Care – 109 beds
Robert J. Dole VA Medical Center 5500 E. Kellogg Ave Wichita, Ks 67218	Acute care, Transitional Living, Clinics – 75 beds

Department of
Veterans Affairs

Memorandum

Date: November 12, 2020

From: Julianna Cotton, DNP, RN, Nurse Executive

Subj: Letter of Support for the WSU Tech ADN Program

To: Lynn Loveland, Dean, Health Sciences

1. This memo documents my support and the commitment of the Robert J. Dole VAMC to providing support for the education of healthcare professionals in the community. We maintain a number of academic affiliations and serve as a clinical site for student training. We currently have a relationship with WSU Tech and support clinicals for their LPN program. We would commit to also providing this support for their future ADN program.
2. Our mission is to provide exemplary healthcare to Veterans. We recognize that this takes well trained nursing staff and are invested in providing excellent clinical opportunities for nursing students. We also know that nursing shortages are predicted in the next few years and want to be pro-active in preventing this. The WSU Tech ADN program is one way to mitigate this shortage. As a nursing leader in the community and a member of the WSU Tech IAT, I am committed to work alongside WSU Tech to address the health needs of the citizens in Sedgwick County.

Thank you,



Julianna Cotton, DNP, RN
Nurse Executive/Associate Director of Patient Care Services
Robert J. Dole VAMC



Medical Center
600 Medical Center Drive
Newton, KS 67114
316-283-2700
myNMCHhealth.org

September 22, 2021

Lynn Loveland
WSU Dean of Health
Sciences 3821 E Harry St.
Wichita, KS 67218

Dear Lynn:

It is my pleasure to write in support of the WSU Tech's new Associate of Science Degree in Nursing.

Two documents produced in 2021 highlight the critical role of Registered Nurses maintaining not only the healthcare infrastructure but the Kansas economy. ^(1,2) (Table 1)

Leatherman's report showed that for every one dollar of income generated in the hospital sector alone, another \$0.64 is generated in the businesses and industries in the state economy. The hospital sector, largely populated by Registered Nurses' work, has a \$12.3 billion total impact on income throughout all businesses and industries in Kansas.

According to the Kansas Board of Regents/Kansas Hospital Association report, the projected 2028 employment demand for RNs in Kansas alone will be 33,369 with 1,956 annual job openings, and earning annual salaries of \$62,450.

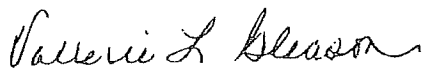
The 2020 National Nursing Workforce Survey reported RN median age at 52 years with nurses age 65 or older accounting for 19% of the nursing workforce - the largest age category. ⁽³⁾

The limitations of the above two reports did not consider the effects of COVID-19 and its sustained surge, morbidity, and mortality effects on the current workforce. Although it is not yet possible to definitively quantify our current or emerging situation, employers know the situation has changed. We suspect phenomena of hastened retirements, withdrawal from the profession altogether, job sidelining, the current/emerging RN "gig" economy, and movement of patient care to multiple alternate settings besides hospitals will exacerbate the need for more nursing school seats in Kansas and across the nation. Job demand outstripped RN supply prior to the pandemic. I believe we can declare without reservation that our RN supply situation has not improved; what we don't know yet is the extent of damage to our RN workforce.

It is for these reasons I enthusiastically support WSU's efforts to provide a high-quality ADN degree in this area. In particular I am encouraged by a new program that will provide diverse clinical rotations and a rapid path to licensure and employment.

I wish you the best with developing your program. Please do not hesitate to contact me if I can provide additional information.

Sincerely,



Vallerie L. Gleason, RN, MBA
President and CEO

Table 1

References:

1. Leatherman, John. The Importance of the Health Care Sector to the Kansas Economy. Kansas Hospitals Association. January 2021.
2. Healthcare Careers KS 2028: Top Healthcare Careers in Kansas. Kansas Board of Regents and Kansas Hospital Association. July 2021.
3. [https://www.journalofnursingregulation.com/article/S2155-256\(21\)00027-2/fulltext](https://www.journalofnursingregulation.com/article/S2155-256(21)00027-2/fulltext). The 2020 National Nursing Workforce Survey. 04/01/2021.



Medical Center
600 Medical Center Drive
Newton, KS 67114
316-283-2700
myNMCHHealth.org

September 23, 2021

Lynn Loveland
WSU Dean of
Health Sciences
3821 E. Harry St.
Wichita, KS 67218

Dear Lynn,

Thank you for the opportunity to offer support for Wichita State Technical new Associate of Science Degree in Nursing program.

Several studies validate that the demand for nurses has post-pandemic has outpaced current supply. Nurses that have left the workforce has resulted in not only a lack of nurses to fill vacancies but a knowledge gap on milieus that provide frontline care.

I applaud WSU proactive approach to offering a variety of nursing programs that support entry into the profession. An associate program allows future nurses the ability to gain the foundational elements of nursing practice that prepares them for licensure. An Associate's Degree in Nursing facilitates entry into the workforce where the transition from novice to expert can begin.

Thank you for the foresight to assess this much-needed program in central Kansas. I wholeheartedly support WSU's efforts in providing a degree in this area.

Please do not hesitate to contact me if I can assist in any manner. I wish you all the best as this program develops.

Sincerely,

Heather Porter, MSN, ACM-RN, NE-BC
Chief Clinical Officer
NMC Health



**Ascension
Via Christi**

November 13, 2020

Julianna Rieschick
VP of Nursing
Ascension Via Christi
St. Joseph Campus
3600 E. Harry
Wichita, KS 67218

Dear Dr. Loveland,

I am writing in support of your work to develop an Associate Degree of Nursing Program at WSU Tech. I was elated when I heard that you were considering this.

Our community and more specifically our local Ascension Hospitals are in great need of RNs. The strong reputation of WSU Tech; and previous collaborations makes supporting your work very easy. We would love to help by providing clinical sites for your students as well. Please let us know if there are other opportunities for us to support you as the process progresses.

Thank you for your important work of developing health care workers for the future.

Sincerely,

Julianna Rieschick RN, MSN,
NEA-BCVP of Nursing

Ascension Via Christi St. Joseph
3600 E. Harry Street
Wichita, KS 67218

316-268-5000
viachristi.org/locations
Wichita, Inc.

Ascension Via Christi Hospitals



November 25, 2020

Re: Letter of Support for The WSU ADN Program

Dear Lynn Loveland, Dean, Health Sciences

This letter documents my support of Kansas Masonic Home DBA KMH in providing support for the education for healthcare professionals in the community. We currently serve as a clinical site for student training for other WSU Tech Programs and will provide this service for the WSU future ADN program.

Our mission is to provide healthcare to the elderly, and we understand that this will take well trained nursing staff and would like to aid in providing clinical opportunities for nursing students. With the current shortage of nursing staff, as a nursing leader in the community I am committed to working alongside the WSU Tech ADN Program to help with this shortage.

Thank you,

Martina Kinchion, RN, BSN

Kansas Masonic Home (KMh)

Mkinchion@kmh.org

(316) 269-7604 (Direct)

(316) 269-7500 (Main)



RN Program Faculty

Title	Name	Credentials	Experience
Program Director*	Pat Plank	MSN, RN	15 years nursing education; 30 years nursing clinical
Faculty A – 1 full time	Begin recruiting Spring 22, planned hire date no later than July 1, 2022.	Master's degree in nursing	Two years' experience in nursing education and three years' clinical experience in nursing.
Faculty C – 1 adjunct	Begin recruiting Spring 22, planned hire date no later than August 1, 2022.	Master's degree in nursing	Three years' clinical experience in nursing. Teaching experience a plus.
Faculty B – 1 full time	Begin recruiting Spring 23, planned hire date July 1, 2023.	Master's degree in nursing	Two years' experience in nursing education and three years' clinical experience in nursing.
Faculty D – 1 adjunct	Begin recruiting Spring 22, planned hire date no later than August 1, 2022.	Master's degree in nursing	Three years' clinical experience in nursing. Teaching experience a plus.

*Begin recruiting in November 21 with planned hire date in early January 2022. Pat Plank is Associate Dean, Nursing and Program Director will report to her.

Teaching Assignment:

Program Director –		Introduction to Nursing Concepts
Faculty A –	Semester 1	Foundational Concepts in Nursing Pharmacological Concepts in Nursing I
	Semester 2	Professional Nursing Concepts I Client Care Concepts I Pharmacological Concepts in Nursing II
Faculty C	Semester 1	One clinical group in Foundational Concepts in Nursing
	Semester 2	One clinical group in Client Care Concepts I
Year 2 Faculty A and C teach above courses with new cohort		
Faculty B	Semester 3	Professional Nursing Concepts II Client Care Concepts II
	Semester 4	Client Care Concepts III Transitions to Practice
Faculty D	Semester 3	One clinical group in Client Care Concepts II
	Semester 4	One clinical group in Client Care Concepts III

Faculty Table

Name	Full/part time	Credentials	Degrees	Institution granting degree	Area of expertise	Area of assignment	License number	Degree Plan/Hire exception
*Program Director	Full time	MSN	MSN	TBD	TBD	Introduction to Concepts in Nursing	TBD	No
**Faculty	Full time	MSN	MSN	TBD	TBD	Foundational Concepts in Nursing Pharmacological Concepts in Nursing I Professional Nursing Concepts I Client Care Concepts I Pharmacological Concepts in Nursing II	TBD	No
**Faculty	Adjunct	MSN	MSN	TBD	TBD	Clinical section of Foundational Concepts in Nursing I Clinical section of Client Care Concepts I	TBD	No
***Faculty	Full time	MSN	MSN	TBD	TBD	Client Care Concepts II Professional Nursing Concepts II Client Care Concepts III Transition to Practice	TBD	No
***Faculty	Adjunct	MSN	MSN	TBD	TBD	Clinical section of Client Care Concepts II Clinical sections of Client Care Concepts III		

*Director to be hired by January 3, 2022

**Faculty, full time to be hired by July 1, 2022

**Faculty, adjunct to be hired by August 1, 2022

***Faculty, full time to be hired by July 1, 2023

***Faculty, adjunct to be hired by August 1, 2023

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION



Hands-On Skills. High-Tech Careers.

Department of Nursing
North Central Kansas Technical College
Beloit, Kansas

Prepared by:

Melissa Crump, MSN, RN, CNE, Director of Nursing Education
Jennifer Brown, M.A., Dean of Instruction

Submitted to:

Kansas State Board of Nursing
900 SW Jackson Street
Topeka, KS 66612-1230

RECEIVED

OCT 19 2021

KSNB EDUCATION
Education 315

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

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NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

North Central Kansas Technical College (NCK Tech) respectfully requests the addition of a second year, ADN program, to our practical nursing program on our Beloit campus. We believe the following documentation will show that NCK Tech is positioned with the resources necessary to deliver quality education to prospective students and help prepare the next generation of nurses.

NCK Tech's past performance on both the Beloit and Hays campuses prove the College is positioned to take on the challenge of adding the second year. The College has consistently produced strong pass rates for students completing PN program on the Beloit campus. As demonstrated in our documentation, the Beloit campus has support from our clinical sites and industry partners.

Lastly, the Beloit community has a need for a RN level nursing program. When past NCK Tech Beloit campus students were surveyed, an overwhelming 94% indicated they would have preferred to stay with NCK Tech, Beloit campus to complete their second year of nursing. Area employers also have a need to hire more RN students.

We appreciate your time to review our request. Please reach out to us at any time with questions about our proposal.

Sincerely,



Melissa Crump, MSN-Ed., RN, CNE

Director of Nursing Education, Beloit campus

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

ADMINISTRATION & ORGANIZATION

CONTROLLING INSTITUTION

North Central Kansas Technical College

PO Box 507

3033 US Hwy 24

Beloit, KS 67420

Phone: (785) 738-2276

Fax: (785) 738-2903

Mission:

North Central Kansas Technical College delivers applied, innovative and personalized education to empower learners, enrich lives, develop skilled professionals and strengthen economic systems.

Vision:

North Central Kansas Technical College is dedicated to being a leader in workforce development by maximizing value for students, employers and communities through educational excellence.

Values:

Achieving excellence with integrity through:

Dedication

Innovation

Collaboration

Communication

Administrative Team

Eric Burks, M.S. – President

Dr. Corey Isbell, Ed.D – Vice President of Student and Instructional Services

Diana Baumann, B.S. – Vice President of Finance and Hays Operations

Jennifer Brown, M.A. – Dean of Instruction

Jayne Owen, B.S. – Dean of Student Success

Shane Britt, M.S. – Dean of Student Experience

Melissa Crump, MSN-Ed., RN, CNE – Director of Nursing Education, Beloit campus

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

Board of Trustees

Jim Johnson – Chairman
Carolyn Finney – Vice-Chair
Donald Miller – Trustee
Dale Montgomery – Trustee
Lance Smith – Trustee
Glennys Doane – Trustee
Bob Becker – Trustee

NCK Tech is governed by an independent Board of Trustees. NCK Tech's Board is appointed and comprised of individuals from the service region. Seven members currently make up the Board of Trustees. The structure of appointments versus elected members has resulted in long-standing members who are involved because they care about the College and its contribution to students. All members serve 4-year terms with the option to renew or step-down.

The Board Policy Handbook outlines the roles and responsibilities of the Board of Trustees, the administration, faculty, and staff. The President and administrative team are empowered by the Board and expected to manage the institution in daily matters. Policy recommendations come from the President and administrative team as delegated by the board. The Board ultimately approves policy but looks to the expertise of the President and the administrative team to provide recommendations and guidance.

Board Policy outlines shared governance within the institution. The Board encourages cooperative participation by faculty and staff. NCK Tech has regular standing committees involved in the process of developing policies and procedures in the best interest of the College. Each committee meets regularly depending on the needs of the institution or season. Each committee is comprised of a mix of faculty and staff representing each campus. One example is the Academic Affairs committee. The purpose of the committee is to provide oversight of the College's curriculum and academic policies. The committee is responsible for approving new curriculum and revisions to existing curriculum. Any approved changes in Academic Affairs are then communicated to the Board and approved as part of the academic catalog.

Institutional Accrediting Body

North Central Association Higher Learning Commission
Last Review: October 2019
Action: Full Accreditation

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NURSING PROGRAM ADMINISTRATOR

Contact Melissa M. Crump, MSN-Ed., RN, CNE
Director of Nursing Education, Beloit campus
(785) 738-9025
mcrump@ncktc.edu

Education Master of Science in Nursing Education
Fort Hays State University, Hays, KS
Graduation Date: December 2018

Bachelor of Science in Nursing
Fort Hays State University, Hays, KS
Graduation Date: December 2014

Associate Degree in Nursing
Cloud County Community College, Concordia, KS
Graduation Date: May 2008

Practical Nurse Certificate
North Central Kansas Technical College, Beloit, KS
Graduation Date: May 2007

Accomplishments, Memberships, Certifications

Certified Nurse Educator – National League of Nursing
Kansas Council of Practical Nurse Educators – Member
Assessment Committee – NCK Tech – Member
Academic Affairs Committee – NCK Tech – Member
Basic Life Support (BLS) certified – American Heart Association
Advanced Life Support (ACLS) certified – American Heart Association
Trauma Nursing Core Course (TNCC) certified – Emergency Nurses Association
Pediatric Advanced Life Support (PALS) certified – American Heart Association

NURSE ADMINISTRATOR JOB DESCRIPTION

Job Summary

The director of nursing education is responsible for development, implementation, and evaluation of the nursing program, for supervision of nursing faculty and nursing secretary, and is responsible to the president through the dean of instructional services.

Qualifications

Education: Master's Degree in Nursing Education required.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

- Licensure: Has a current Kansas recognized license as a Registered Nurse or eligible for licensure
- Work Experience: Three years of clinical nursing experience, previous teaching experience, and administrative or curriculum experience preferred.
- Other: Must meet employment requirements of parent institution regarding health, certification, and interest.

Job Guidelines

Professional Growth and Development:

1. Keep current with nursing trends and skills.
2. Attend workshops, seminars and continuing education offerings.
3. Serve as a role model/resource person.
4. Maintain membership in professional organizations.

Institutions:

1. Attend general faculty meetings.
2. Participate in scheduled activities of the institution.
3. Remain cognizant of agency policies and procedures.
4. Maintain good public relations.

Department:

1. Develop and evaluate nursing program curriculum.
2. Develop and evaluate nursing program policies and procedures.
3. Monitor development of semester calendars.
4. Monitor clinical rotation schedules.
5. Retain official grade documentation.
6. Retain official attendance documentation.
7. Participate in formulation of the department budget and utilization of funds.
8. Assist nursing faculty in determining needed supplies and equipment.
9. Supervise the selection of textbooks and audio-visuals and other learning resources.
10. Supervise the annual inventory.
11. Supervise the orientation of new faculty members.
12. Schedule and preside at faculty meetings.
13. Maintain minutes/records of scheduled meetings.
14. Make decisions on issues and concerns.
15. Monitor pre-entrance testing and admission of students.
16. Coordinate state board applications.
17. Monitor pinning ceremony.
18. Prepare and maintain nursing program records and reports of accrediting agencies.
19. Define the responsibility of each faculty member in the nursing program.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

20. Coordinate Advisory Committee activities.
21. Interpret the objectives of the nursing program to cooperating agencies, health care team members and the public.
22. Conduct yearly faculty evaluations.
23. Represent the nursing program to:
 1. Kansas State Board of Nursing.
24. Maintain inter-agency program contact.
25. Complete other duties and/or directives assigned by Dean of Instruction, President, or Board of Trustees.
26. Serve in the capacity of Department Chair
27. Coordinate pinning ceremony.
28. Determine that the annual inventory is completed.
29. Assist and monitor with the orientation of new faculty members.
30. Monitor student progress and performance.
31. Review and revise curriculum yearly.
32. Review and revise the nursing student handbook yearly.
33. Review and revise the nursing faculty handbook yearly.

Students:

1. Participate in selection, progression and retention of students.
2. Initiate and evaluate contracts for utilization of clinical resources for learning experiences.
3. Monitor the counseling of students as indicated regarding academic or personal problems.
4. Monitor written assignments.
5. Monitor tests.
6. Monitor lab/clinical learning experiences and evaluations.
7. Review student's medical forms and monitor monthly for immunization updates.
8. Conference and counsel students as needed.

Financial Support

The addition of the second-year, ADN program, will be supported by a combination of general institutional funds and grant funding. The general institutional funds will be used to support faculty salaries, supplies and general program costs. The College will also utilize Carl Perkins funding for additional salary support for the start of the program, faculty professional development, and innovative equipment. Once approved, the program would be eligible to apply for the Kansas Nursing Initiative Grant.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

The Beloit campus currently manages a fully functioning lab with simulation. The current lab and equipment are sufficient to support the addition of the second year.

The College is in a unique position in which additional funding from state funds in Capital Outlay is available specifically for equipment. Capital Outlay funds will be used to furnish the second-year classroom as well as support any additional equipment needs for the lab.

PROPOSED NURSING PROGRAM

PROGRAM DESCRIPTION

The Associate of Applied Science Degree in Nursing Program is a 1+1, full-time, multiple entry/exit, 18-month program leading to an Associate of Applied Science Degree in Nursing. The student will receive education to perform nursing interventions with precision and efficiency consistent with current concepts and evidence based practices. Professionals in the nursing field teach nursing theory in the classroom. Under professional supervision, students obtain extensive clinical experience through hands-on experiential training. Successful completion of the first-year will prepare the student for licensure through the National Council Licensure Examination (NCLEX-PN®). Students will receive a certificate in Practical Nursing. Successful completion of the second year will prepare the student for licensure through the National Council Licensure Examination (NCLEX-RN®). Students will receive an Associate of Applied Science Degree in Nursing.

PROGRAM OUTCOMES

- Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidenced-based practice
- Integrate caring behaviors in practicing the art and science of nursing within a diverse population
- Demonstrate effective communication methods to manage client needs and to interact with together health care team members
- Collaborate with clients and members of the inter-professional health care team to optimize client outcomes
- Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

- Manage care and provide leadership to meet client needs using available resources and current technology
- Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population

COURSE OF STUDY

Course Code	Course Title	Credits
FIRST SEMESTER		
NUR-101	Foundations of Nursing	3
NUR-102	Foundations of Nursing Lab	1
NUR-104	Medical/Surgical Nursing Across the Life Span I	4
NUR-106	Medical/Surgical Nursing Across the Life Span I Clinical	2
NUR-107	Basic Pharmacology	1
NUR-108	Math Calculations	1
SS-102	Tech Connect	0
TOTAL		12
SECOND SEMESTER		
NUR-110	Medical/Surgical Nursing Across the Life Span II	4
NUR-111	Medical/Surgical Nursing Across the Life Span II Clinical	4
NUR-112	Maternal Child Nursing	1
NUR-113	Gerontology Nursing	1
NUR-114	Mental Health Nursing	1
NUR-115	Socialization into Practical Nursing	1
TOTAL		12
THIRD SEMESTER		
NUR-201	Professional Nursing Role Transitions	1
NUR-203	Perspectives of Health Assessment & IV Therapy	1
NUR-204	Advanced Medical/Surgical Nursing Across the Life Span I	2
NUR-205	Advanced Medical/Surgical Nursing Across the Life Span II	3
NUR-206	Advanced Medical/Surgical Nursing Across the Life Span III Clinical	3
NUR-207	Advanced Pharmacology	1
NUR-209 (Elective)	<i>Perspectives in Oncology Nursing</i>	1
TOTAL		11

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

FOURTH SEMESTER

NUR-210	Advanced Medical/Surgical Nursing Across the Life Span III	2
NUR-211	Advanced Medical/Surgical Nursing Across the Life Span IV	3
	Clinical	2
NUR-212	Advanced Maternal Child Nursing	2
NUR-214	Advanced Mental Health Nursing	1
NUR-215	Leadership for Professional Nursing Practice	1
NUR-216 (Elective)	Perspectives in Critical Care Nursing	1
NUR-217 (Elective)	Special Topics in Pharmacology	1
TOTAL		10

REQUIRED GENERAL EDUCATION

First Year		5
BIOL-230	Human Anatomy & Physiology w/Lab	3
HE-230	Principles of Nutrition	3
MA-110	Intermediate or	3
MA-111	College Algebra	3
SS-100	General Psychology	3
SS-105	Human Growth & Development	3
TOTAL		17

Second Year		5
BIOL-225	Microbiology w/Lab	3
COM-103	English Composition I	8
TOTAL		8
Total Credit Hours		70

CREDENTIALS TO BE CONFERRED

The program on the Beloit campus will be consistent with the Hays campus program and operate as a one plus one. Upon successful completion of the first year, students will earn a certificate in Nursing and be eligible to sit for the NCLEX – PN. Once earning the LPN, students will may apply to be accepted into the second year of the program. Upon completion of the second year of Nursing, students will receive an Associate of Applied Science Degree in Nursing and be eligible to sit for the NCLEX – RN.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

PROPOSED ADMISSION

Proposed Date of Initial Admission of student to the program:

NCK Tech proposes to begin the Associate of Applied Science in Nursing Degree program in August 2022, academic year 2022-23.

Number of admissions each year and number of students per admission:

Currently, NCK Tech, Beloit campus has the capacity for up to 40 first year nursing students. The college is requesting to voluntarily limit admission to 25 first-year students and to add 15 second-year students. This proposal is for the academic year 2022-23. There will be one admission cycle per AY. The college would like to gradually remove the voluntary limit of first-year admissions while increasing the number of students in the second-year; as follows:

AY	First Year (PN) (established 40 max)	Second Year (ADN) (Requested)
2023	25	15
2024	30	20
2025	30	20
2026	40	30

ADMISSION REQUIREMENTS

All students applying to NCK Tech must:

1. Complete an Application (providing all requested information) at www.ncktc.edu.
2. Pay the \$50 non-refundable application fee.

Applicants will be notified in writing of their acceptance into the College. Students will not be eligible to register for classes until they have completed the admissions process and are admitted to their program.

To be admitted to a full-time Certificate or Degree program, students must:

Submit placement test scores (Acceptable placement tests: ACT, SAT, ACCUPLACER Next Gen, or ACCUPLACER Classic).

Additional admissions requirements for NCK Tech's Nursing programs and short-term programs are listed below.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

Practical Nursing

- Request application materials from North Central Kansas Technical College.
- Complete the application and reference forms and return to: North Central Kansas Technical College, PO Box 507, Beloit, KS 67420
- Applications will be accepted from September 1st to January 31st for those anticipating admission the following fall semester.
- The applicant shall have an application on file the year that the class is being selected.
- The applicant shall be a high school graduate or have a GED certificate upon entering into the program (college graduation requirement).
- The applicant shall submit official transcripts for all secondary and post-secondary course work taken in order to be considered.
- The first year applicant must be an active Certified Nursing Assistant (CNA) in Kansas before they can be accepted into the program. Additional admission points will be awarded to those applicants who are also Certified Medication Aides (CMA).
- The first year applicant shall take the entrance examination for the purpose of placement in the program. Entrance testing will occur during the months of September through January in Beloit by appointment.
- The applicant shall have a C or better in all required general education courses prior to the beginning of the academic year.
- The accepted applicant must be certified in CPR by the American Heart Association at the healthcare provider level before entering the program. The certification must last through graduation.
- All required information shall be maintained by the Director of Nursing before the application will be reviewed. **Responsibility for completing the required information rests entirely with the applicant.**
- The class will be selected by choosing the highest-ranking applicants. Alternates will be chosen to fill the remaining places, as positions become available.
- Class selection will be finalized and those selected will be notified in February for Fall Semester.
- Following the class selection, the application process (meaning new application) will begin again. An Application for Admission must be resubmitted and transcripts must be updated if any further course work has been attempted.
- There are specific abilities that are critical to the nursing student's success. Students must demonstrate the ability to meet technical standards, with or without reasonable accommodations.

Associate Degree Nursing

- Request application materials from either campus of North Central Kansas Technical College.
- Complete the application and return to: North Central Kansas Technical College, 3033 West HWY 24, Beloit, KS 67420 Attn: Director of Nursing
- First year applications will be accepted from September 1st to January 31st for those anticipating admission the following Fall semester.
- Second year applications will be accepted from September 1st to March 31st for those anticipating admission the following Fall semester.
- The applicant shall have an application on file the year that the class is being selected.
- The applicant shall be a high school graduate or have a GED certificate upon entering into the program (college graduation requirement).

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

- The applicant shall submit official transcripts for all secondary and post-secondary course work taken in order to be considered.
- The first year applicant must be an active Certified Nursing Assistant (CNA) in Kansas before they can be accepted into the program. Additional admission points will be awarded to those applicants who are also Certified Medication Aides (CMA).
- The first year applicant shall take the entrance examination for the purpose of placement in the program. Entrance testing will occur during the months of September through January in Hays by appointment.
- All applicants shall have a C or better in previously completed general education and other plan of study (non-nursing) courses.
- The accepted applicant must be certified in CPR by the American Heart Association of the American Red Cross at the healthcare provider level before entering the program. The certification must last through graduation.
- All required information shall be maintained by the Director of Nursing before the application will be reviewed. **Responsibility for completing the required information rests entirely with the applicant.**
- The class will be selected by choosing the highest-ranking applicants. Alternates will be chosen to fill the remaining places, as positions become available.
- Class selection will be finalized and those selected will be notified in February for Fall Semester.
- Following the class selection, the application process (meaning new application) will begin again. An Application for Admission must be resubmitted and transcripts must be updated if any further course work has been attempted.
- There are specific abilities that are critical to the nursing student's success. Students must demonstrate the ability to meet technical standards, with or without reasonable accommodations.
- Current first year students seeking a position at the Associate degree level shall submit a completed application to the nursing program coordinator by March 31st. The grade requirement for nursing courses is an 87% or higher. Those who do not meet this standard will be required to work as an LPN for a period of one year before reapplying to the nursing program coordinator.
- For applicants who have graduated from a practical nursing program in Kansas, guidelines of the Council for Nursing Articulation in Kansas will be followed. They are as follows:
 - 0-5 years after graduation
 - No validation of nursing credit is required if holds current PN license.
 - No work experience is required.
 - 6-10 years after graduation
 - No validation of nursing credit is required if holds current PN license. College may require 1,000 hours nursing work experience as an LPN during the last three years.
 - Validation, if necessary, will be achieved by receiving a satisfactory score on a standardized pre-entrance examination or by portfolio evaluation.
 - More than 10 years after graduation
 - Validation of nursing credits is required. Current PN license is required.
 - College may require 1,000 hours nursing work experience as an LPN during the last three years.
- For those applicants who have graduated from an out-of-state practical nursing program, nursing credits will be evaluated individually by the nursing program director.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

- Associate Degree (second year) applicants shall provide evidence of completion of a course of study equivalent to the first year of NCK Tech program.
- All required information shall be in the official file maintained by the Director of Nursing before the application will be reviewed. **Responsibility for completing the required information rests entirely with the applicant.**
- The class will be selected by choosing the highest-ranking applicants. Alternates will be chosen to fill the remaining places, as positions become available.
- Class selection will be finalized and those selected will be notified in April for Fall Semester.
- Following the class selection, the applications (meaning new application) will begin again. An updated Application for Admission must be resubmitted and transcripts must be updated if any further course work has been attempted.
- There are specific abilities that are critical to the nursing student's success. Students must demonstrate the ability to meet technical standards, with or without reasonable accommodations.

NCK Tech is a first come, first admitted institution (with the exception of Nursing). Students are encouraged to get all required admissions materials submitted as soon as possible to secure a spot in their desired program of study.

PROPOSED CURRICULUM

NUR-101

3

Foundations of Nursing

This course introduces the learner to applications of critical thinking and the nursing process to provide care to clients in a variety of health care settings. Emphasis is on holistic health care across the health-illness continuum. This course introduces learners to the clinical skills essential for the nursing role of care provider including safe and effective clinical environment, skill preparation, implementation and evaluation. Beginning health assessment concepts are introduced. The course emphasizes use of caring behaviors, critical thinking, and communication while completing nursing skills.

Pre-requisites: Admission criteria met with acceptance into the first year of the nursing program.

NUR-102

1

Foundations of Nursing Lab

Nursing skills will be taught and practiced in the campus laboratory. Learners will be expected to know selected nursing procedures, and will be responsible for return demonstration and check-off of selected nursing procedures.

Pre-requisites: Admission criteria met with acceptance into the first year of the nursing program.

Co-requisite: NUR-101

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-104

4

Medical/Surgical Nursing Across the Life Span I

This course introduces the learner to the health/illness concept that becomes the focus of clinical study in subsequent courses. Emphasis is placed on holistic health care across the health-illness continuum.

Pre-requisites: NUR-101, NUR-102

Co-requisite: NUR-106

NUR-106

2

Medical/Surgical Nursing Across the Lifespan I Clinical

Learners will be provided experiences in a long-term facility. Development of the plan of care and nursing care plans with clinical practice introduces the nursing process, caring behaviors, and basic human needs.

Pre-requisites: NUR-101, NUR-102, Admission criteria met with acceptance into the first year of the nursing program.

Co-requisite: NUR-104

NUR-107

1

Basic Pharmacology

This course introduces the basic concepts of pharmacology related to the actions, therapeutic and adverse effects, interactions of drugs, drug classifications, and the basic pharmacology of commonly used medications. Learners will apply critical thinking skills to the calculation and administration of medications by oral and parenteral (including intravenous) routes of administration. Emphasis is placed on nursing consideration and client education. Learners will apply knowledge gained in selected clinical settings in caring for clients across the life span in subsequent courses.

Co-requisites: NUR-101, NUR-102, NUR-104, NUR-106

NUR 108

1

Math Calculations

Concepts and techniques of dosage calculation are reviewed. Basic math concepts to complex conversion of dosages between and among various systems of weights and volumes will be reviewed.

Pre-requisites: Admission criteria met with acceptance into the first year of the nursing program, or instructor's approval.

Co-requisites: NUR-101, NUR-102, NUR-104, NUR-106, NUR-107

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-110

4

Medical/Surgical Nursing Across the Life Span II

This course introduces the learner to applications of critical thinking and the nursing process to provide care to client's in a variety of health care settings. Nursing concepts related to health/illness concept guide the learner in assisting the individual in achieving optimal functioning. Knowledge from fundamental nursing, the sciences, pharmacology, and nutrition along with the continued integration of cultural concepts provides foundations for nursing care planning for medical and surgical clients.

Pre-requisites: NUR-101, NUR-102, NUR-104, NUR-106, NUR-107, NUR-108

Co-requisite: NUR-111

NUR-111

4

Medical/Surgical Nursing Across the Life Span II Clinical

This course offers the practicum to apply the related nursing theory in a variety of health care settings. This will enable the student to become more proficient in using the nursing process and performing nursing skills when providing care to individuals with common health problems along the health illness continuum. Clinical learning assignments are designed to utilize the nursing process, caring behaviors, communication, computer literacy, and critical thinking skills. The learner will have the opportunity to be a provider of care to one or two clients.

Pre-requisites: NUR-101, NUR-102, NUR-104, NUR-106, NUR-107, NUR-108

Co-requisite: NUR-110, NUR-112, NUR-113, NUR-114, NUR-115

NUR-112

1

Maternal Child Nursing

This course focuses on pre- and post-natal maternal nursing care, as well as, the care of children from infancy to adolescence. Emphasis is given to normal reproduction and frequently occurring biological, cultural, spiritual and psychosocial needs of the child-bearing and child-rearing family.

Pre-requisites: NUR-101, NUR-102, NUR-104, NUR-106, NUR-107, NUR-108, NUR-110

Co-requisite: NUR-111

NUR-113

1

Gerontology Nursing

This course is designed to explore issues related to the aging adult using the nursing process and the health/illness concept as the organizing framework. In addition, the impact of ageism and the role of the practical nurse in caring for older adult clients is discussed.

Pre-requisites: NUR-101, NUR-102, NUR-104, NUR-106, NUR-107, NUR-108, NUR-110, NUR-112

Co-requisite: NUR-111

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-114

1

Mental Health Nursing

This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the mental health client.

Co-requisite: NUR-111

NUR-115

1

Socialization into Practical Nursing

This course introduces the learner to roles and responsibilities of the graduate practical nurse as defined by established standards, including the Kansas Nurse Practice Act. Emphasis is placed on accountability and perspectives in health care. Career and job readiness skills are developed.

Pre-requisites: NUR-101, NUR-102, NUR-104, NUR-106, NUR-107, NUR-108, NUR-110, NUR-112, NUR-113, NUR-114

Co-requisite: NUR-111

NUR-201

1

Professional Nursing Role Transitions

This course introduces the learner to selected concepts related to the role of the Associate Degree nurse as a provider of care, teacher, manager, client advocate, and member of the profession. Emphasis is placed on application of critical thinking in providing and managing comprehensive care in a variety of health care settings with individuals across the life span. Promotion of wellness will be covered. This course is designed to assist the Licensed Practical Nurse with the transition into the practice of professional nursing. The Kansas Nurse Practice Act will be addressed.

Pre-requisites: Admission into the second year of the nursing program.

Co-requisite: NUR-206

NUR-203

1

Perspectives of Health Assessment & IV Therapy

This course places an emphasis on nursing responsibilities related to alterations in hematology and perspectives of intravenous therapy and blood administration.

Pre-requisites: NUR-201

Co-requisite: NUR-206

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-204

2

Advanced Medical/Surgical Nursing Across the Life Span I

This course prepares the learner to apply theoretical knowledge when providing care to medical/surgical individuals/families with common health problems along the health illness continuum. This course will continue to emphasize nursing processes, caring behaviors, communication, nursing assessment, and the role of the registered nurse professional in promoting health and wellness. The health/illness concept will provide the framework and focus is placed as a care provider, teacher, manager, professional, and advocate in meeting the nursing needs of individuals across the life span.

Pre-requisites: NUR-201, NUR-203

Co-requisite: NUR-206

NUR-205

3

Advanced Medical/Surgical Nursing Across the Life Span II

This course continues on where NUR-204 left off. Health/Illness concept continues to provide the framework and focus is placed as a care provider, teacher, manager, professional, and advocate in meeting the nursing needs of individuals across the life span. The learner is prepared to apply theoretical knowledge when providing care to medical/surgical individuals/families with common health problems along the health illness continuum. This course will continue to emphasize the nursing process, caring behaviors, communication, nursing assessment, and the role of the registered nurse professional in promoting health and wellness.

Pre-requisites: NUR-201, NUR-203, NUR-204

Co-requisite: NUR-206, NUR-207

NUR-206

3

Advanced Medical/Surgical Nursing Across the Life Span III Clinical

Advanced nursing skills will be taught and practiced in the campus laboratory. Learners will be expected to know selected nursing procedures and health assessment, and will be responsible for return demonstration and check-off of selected nursing procedures. Clinical learning experiences will be provided in acute and chronic health care facilities. This course will continue to emphasize the nursing process, caring behaviors, communication, critical thinking, nursing assessment, computer literacy.

Pre-requisites: Admission into the second year of the nursing program.

Co-requisite: NUR-201, NUR-203, NUR-204, NUR-205, NUR-207

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-207

1

Advanced Pharmacology

This course focuses on advanced pharmacology concepts related to the body systems and the medications commonly prescribed for clients with various medical conditions. In addition, drug dosage calculations will be reviewed.

Pre-requisites: Admission criteria met with acceptance into the second year of the nursing program, or instructor's approval.

Co-requisite: NUR- 201, NUR-203, NUR-204, NUR-205, NUR-206

NUR-209

1

Perspectives in Oncology Nursing

This elective course focuses on oncology nursing concepts as it relates to individuals and families across the life span. Topics to be covered provide the learner with a well-rounded view of oncology nursing.

Pre-requisites: Admission criteria met with acceptance into the second year of the nursing program, or instructor's approval.

NUR-210

2

Advanced Medical/Surgical Nursing Across the Life Span III

This course continues on where NUR-205 left off. The health/illness concept continues to provide the framework and focus is placed as a care provider, teacher, manager, professional, and advocate in meeting the nursing needs of individuals across the life span. The learner is prepared to apply theoretical knowledge when providing care to medical/surgical individuals/families with common health problems along the health illness continuum. This course will continue to emphasize the nursing process, caring behaviors, communication, nursing assessment, and the role of the registered nurse professional in promoting health and wellness.

Pre-requisites: NUR-201, NUR-203, NUR-204, NUR-205, NUR-206, NUR-207

Co-requisite: NUR-211

NUR-211

3

Advanced Medical/Surgical Nursing Across the Life Span IV Clinical

Clinical learning experiences will be provided in acute and/or chronic health care facilities and community-based experiences. This course will continue to emphasize the nursing process, caring behaviors, communication, critical thinking, nursing assessment, computer literacy, and the role of the nurse as provider and manager of care, and as a member of the discipline in promoting health and wellness.

Pre-requisites: NUR-201, NUR-203, NUR-204, NUR-205, NUR-206, NUR-207

Co-requisite: NUR-210, NUR-212, NUR-214, NUR-215

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-212

2

Advanced Maternal Child Nursing

This course will expand on concepts taught in NUR-112 and will focus on the complex health/wellness needs of individuals/families throughout the life span. The needs of the high risk obstetric client, neonate, acutely ill child, as well as the client in the perioperative experience and the nurse's role in each are explored. The ethical/legal issues as a provider of care and manager of individuals/families will be discussed. The learner will use skills in communication, caring behaviors, and the nursing process to facilitate the attainment of individual and family health and wellness.

Pre-requisites: NUR-201, NUR-203, NUR-204, NUR-205, NUR-206, NUR-207, NUR-210

Co-requisite: NUR-211

NUR-214

2

Advanced Mental Health Nursing

This course will expand on concepts taught in NUR-114 and will examine mental health, mental illness, nurse client relationships, and self-awareness. Through the use of the nursing process, therapeutic communication, and caring behaviors, the path to wellness will be promoted in individuals, families, and groups. The role of the psychiatric nurse as a member of the mental health team and the impact trends and issues in mental health have on current practice will be examined.

Pre-requisites: NUR-201, NUR-203, NUR-204, NUR-205, NUR-206, NUR-207, NUR-210, NUR-212

Co-requisite: NUR-211

NUR-215

1

Leadership for Professional Nursing Practice

This course introduces the learner to the role of the Associate Degree nurse in an evolving health care delivery system. Concepts concerning principles of leadership and management, contemporary information technologies, evolving trends and issues, interdisciplinary teams, accountability, alternative therapies, and the need for life-long learning will be explored. This course prepares students for job readiness.

Pre-requisites: NUR-201, NUR-203, NUR-204, NUR-205, NUR-206, NUR-207, NUR-210, NUR-211, NUR-212, NUR-214

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NUR-216

1

Perspectives in Critical Care Nursing

This elective course focuses on introductory critical care nursing concepts as it relates to individuals and families across the life span.

Pre-requisites: Admission criteria met with acceptance into the second year of the nursing program, or instructor's approval.

NUR-217

1

Special Topics in Pharmacology

The study of drug actions in special populations through an in-depth knowledge of human pharmacology and therapeutics, this elective course in clinical pharmacology focuses on fundamental concepts highlighted with examples from clinical cases and therapeutic applications.

Pre-requisites: Admission criteria met with acceptance into the second year of the nursing program, or instructor's approval.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

PROPOSED CURRICULUM HOURS

Credit Hours Theory (T) Clock Hours
Clinical (C)

Semester 1

NUR 101	Foundations of Nursing	3	T	45-59
NUR 102	Foundations of Nursing Lab	1	Lab	30-59
NUR 104	Medical/Surgical Nursing Across the Life Span I	4	T	60-74
NUR 106	Medical/Surgical Nursing Across the Life Span Clinical I	2	C	90-134
NUR 107	Basic Pharmacology	1	T	15-29
NUR 108	Math Calculations	1	T	15-29
Total		12		255-384

Semester 2

NUR 110	Medical/Surgical Nursing Across the Life Span II	4	T	60-74
NUR 111	Medical/Surgical Nursing Across the Life Span Clinical II	4	C	180-224
NUR 112	Maternal Child Nursing	1	T	15-29
NUR 113	Gerontology Nursing	1	T	15-29
NUR 114	Mental Health Nursing	1	T	15-29
NUR 115	Socialization into Practical Nursing	1	T	15-29
Total		12		300-414

Semester 3

NUR 201	Professional Nursing Role Transitions	1	T	15-29
NUR 203	Perspectives of Health Assessment and IV Therapy	1	T	15-29
NUR 204	Advanced Medical/Surgical Nursing Across the Life Span I	2	T	30-44
NUR 205	Advanced Medical/Surgical Across the Life Span II	3	T	45-59
NUR 206	Advanced Medical/Surgical Across the Life Span Lab/Clinical III	3	C	135-179
NUR 207	Advanced Pharmacology	1	T	15-29
Total		11		255-369

Semester 4

NUR 210	Advanced Medical/Surgical Nursing Across the Life Span III	2	T	30-44
NUR 211	Advanced Medical/Surgical Nursing Across the Life Span Clinical IV	3	C	135-179
NUR 212	Advanced Maternal Child Nursing	2	T	30-44
NUR 214	Advanced Mental Health Nursing	2	T	30-44
NUR 215	Leadership for Professional Nursing Practice	1	T	15-29
Total		10		240-340

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

Elective Courses

NUR 209	Perspectives in Oncology Nursing	1	T	15-29
NUR 216	Perspectives in Critical Care Nursing	1	T	15-29
NUR 217	Special Topics in Pharmacology	1	T	15-29
Total		3		45-87

PROPOSED OBSERVATION AND PRECEPTOR HOURS

Term	Course Number/ Title	Clock Hours	Observation Max (maximum of 15% per course)
Semester 1	NUR 106 – Medical/Surgical Nursing Across the Life Span Clinical I	90-134	*13.5-20.1
Semester 2	NUR 111 – Medical/Surgical Nursing Across the Life Span Clinical II	180-224	*27-33.6
Semester 3	NUR 206 – Advanced Medical/Surgical Across the Life Span Lab/Clinical III	135-179	*20.2-26.8
Semester 4	NUR 211 – Advanced Medical/Surgical Nursing Across the Life Span Clinical IV	135-179	*20.2-26.8
	Total Clinical Clock Hours	540-716	
	Maximum Preceptor Hours (maximum of 20% per program)	*108-143.2	

*Exact maximum is dependent of actual clock hours

KANSAS NURSE PRACTICE ACT CURRICULUM REQUIREMENTS

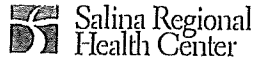
Curriculum Requirements	First Year Curriculum	Second Year Curriculum
The aspects of a safe, effective care environment, including the management of care, safety, and infection control	NUR 101, 102, 106, 108, 111	NUR 201, 203, 205, 206, 210, 211
Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	NUR 101, 106, 110, 111, 112, 113, 114, HG&D Nutrition	NUR 201, 205, 206, 210, 211, 212, 214
Psychosocial integrity, including coping, adaptation, and psychosocial adaptation	NUR 104, 106, 110, 111, 112, 113, 114, General Psych	NUR 203, 205, 206, 210, 211, 212, 214
Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation	NUR 101, 104, 107, 108, 110, 111, 112, 113, 114, 115	NUR 203, 205, 206, 207, 210, 211, 212, 214, 215

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

CLINICAL AGENCIES

Clinical Agency/ Unit	Average Census	First year	Exposure	Second Year	Exposure
Mowery Clinic – Pediatric Clinic	16 visits/ day	✓	Observation		
USD 333 – School Nurse	20	✓	Observation		
Valley Hope – Rehabilitation Center	16	✓	Observation		
Mitchell County Hospital Health Systems					
Special Care Unit	9	✓	Hands-on with Preceptor		
Surgical Clinic	16 visits/ day	✓	Observation		
Medical/ Surgical	17	✓	Hands-on	✓	Hands-on
ED	13 visits/ day	✓	Hands-on with Preceptor	✓	Hands-on with Preceptor
Labor & Delivery	100/ year	✓	Observation	✓	Hands-on with Preceptor
Solomon Valley Hospice	6 visits/ day	✓	Hands-on with Preceptor	✓	Hands-on with Preceptor
ICU	2			✓	Hands-on with Preceptor
Peri-operative	3			✓	Hands-on with Preceptor
Salina Regional Health Center	100	✓	Hands-on, Preceptor, & observation	✓	Hands-on, Preceptor, & observation
Hilltop Lodge – Long Term Care	66	✓	Hands-on	✓	Hands-on
Mount Joseph – Long Term Care	50	✓	Hands-on	✓	Hands-on
Cloud County Health Department	20	✓	Hands-on with Preceptor	✓	Hands-on with Preceptor
Larned State Hospital	-	✓	Observation-tour	✓	Observation

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION



400 S. Santa Fe | P.O. Box 5080
Salina, Kansas 67402-5080
785.452.7000 | www.srhc.com

A healthcare organization of

October 13, 2021

Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street Suite 1051
Topeka, Kansas 66212-1230

Janelle Martin,

As a representative of Salina Regional Health Center, I support the North Central Technical College proposal for the development of another option to complete an Associate Degree in Nursing. Our facility support is based on the need to provide more RN candidates to the workforce in North Central Kansas. We feel the change would be advantageous to developing a RN with ties to the area which would help retain them in the workforce for North Central Kansas. Many students either never or for only a very limited time use their LPN license. From the student perspective it would be more economical as they would not have to incur the costs for uniforms, ATI testing, books and licensure twice.

Our Cloud County Health Center affiliate employs North Central Kansas Technical College graduates and finds them to be well prepared as an entry-level LPN. Their NCLEX pass rate is exemplary. We are willing to support clinical needs of the program. Salina Regional Health Center would be able to accommodate at least 1 clinical group of 10 people in evening clinicals.

We recognize the value of this program to provide nurses for North Central Kansas and support their efforts to continue to do so.

Sincerely,

A handwritten signature in cursive script that reads 'Kathy Pike'.

Kathy Pike, MSN, MS, RN-BC
Director Organizational Development
Salina Regional Health Center

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION



October 8, 2021

Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street, Suite 1051
Topeka, Kansas 66212-1230

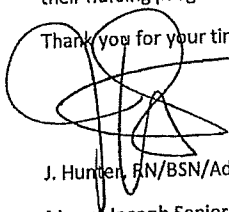
Janelle Martin,

Mount Joseph Senior Village, here in Concordia Kansas, is a Skilled Nursing Facility. We also offer Long Term Care as well as Assisted Living and Independent Living. As the administrator here, I strongly support North Central Kansas Technical College in their pursuit to enhance their nursing programs. The implementation of an Associate level nursing program will benefit the surrounding communities. Students can further their nursing degree and stay local. This helps with retention of new graduates staying at local facilities in which they completed their clinical time.

Mount Joseph Senior Village employs North Central Kansas Technical PN students and have had great success with retention of these employees. We do, however, see them go when they wish to further their education. Therefore, including an ADN program would eliminate the need to leave their current employment. Mount Joseph campus would be delighted to add another clinical rotation, or extend the days that are required.

We support the new and progressive changes that North Central Kansas Technical College is doing with their nursing program.

Thank you for your time and attention,



J. Hunter, RN/BSN/Admin
Mount Joseph Senior Village
1110 West 11th Street
Concordia, Kansas 66901

1110 West 11th ■ Concordia, Kansas 66901 ■ 785-243-1347 ■ fax: 785-243-1907

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION



Jan Kemmerer BSN, RN
Mitchell County Hospital Health Systems
400 West 8th Box 399
Beloit, Kansas 67420

To whom it may Concern:

As the Director of Nursing for Mitchell County Hospital Health Systems, it would be a great asset to have the NCK TECH add an Associate degree year. We have the capabilities to accept additional clinical groups or individual students. There is definitely a need for RN's in our community. Currently I could hire 12 RN's and would be more than happy to hire any graduates that would fit in our team. MCHHS would be glad to help make this happen. We offer scholarships and are willing to work with your team. I graduated from the LPN program in 1980. NCK TECH is my pipeline to nurses and always has been.

In closing I believe this is a great adventure and should be taken very seriously as we need nurses and MCHHS will be able to help in this adventure.

Sincerely,

Jan Kemmerer BSN, RN

400 W. 8th ▪ P.O. Box 399 ▪ Beloit, Kansas 67420
PH: 785-738-2266 ▪ FX: 785-738-9503 ▪ www.mchhs.com

#23904010

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NURSING FACULTY

PT/ FT	Faculty Name, License #, Position	Date of Initial Appointment	KSBN FQR Submitted Degree Plan/ Hire Exception	Degree(s)	Institution Granting Degrees	Clinical Experience	Academic Teaching/ Clinical Responsibility	Additional Program and College Responsibilities
FT	Melissa Crump, 13-105077, Director of Nursing Education	08/16/2016	FQR Approved 09/09/2020	MSN 2018 BSN 2014 ADN 2008 LPN 2007	FHSU FHSU CCCC NCK Tech	Med/ Surg, ICU, Peri- operative		Nursing Advisory Board, Assessment Committee, Academic Affairs Committee
FT	Sara Arnold, 13-136242, PN classroom and clinical instructor	08/01/2019	FQR Approved 01/13/2020	BSN BS- Life Sciences	University of Kansas School of Nursing Kansas State University	Med-Surg, Charge nurse, ED, Labor & Delivery	1 st Year Theory & Clinical	Nursing Advisory Board, Student Success Team
FT	Samantha Miller, 13-123326, PN classroom and clinical instructor	08/01/2020	FQR approved 08/07/2020 Degree plan in place	ADN 2013 Anticipated grad- BSN 12/2021	NCK Tech FHSU	Med-Surg, ICU, Charge nurse, Cardiac unit	1 st Year Theory & Clinical	Nursing Advisory Board, Strategic Planning Committee
FT	Unassigned			MSN required			2 nd Year Theory & Clinical	Nursing Advisory Board
FT	Unassigned			MSN required			2 nd Year Theory & Clinical	Nursing Advisory Board

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

NURSING FACULTY FOR 2ND YEAR JOB DESCRIPTION

Job Summary

The faculty member is responsible to facilitate, guide and evaluate student learning. The faculty member is responsible to the president through the dean of instructional services and the director of nursing.

Qualifications

Education: Master's Degree in Nursing is required. Annual progress toward meeting the degree requirement must be documented. Master's Degree in Nursing Education is preferred.

Licensure: Has a current Kansas recognized license as a Registered Nurse or eligible for licensure.

Work Experience: Previous teaching experience and two years of clinical nursing experience preferred.

Other: Must meet employment requirements of parent institution regarding health, certification, and interest.

Job Guidelines

Professional Growth and Development:

1. Keep current with nursing trends and skills.
2. Attend workshops, seminars, graduate classes and continuing education offerings.
3. Serve as a role model/resource person.
4. Maintain membership in professional organizations(s).

Institution:

1. Attend general faculty meetings.
2. Participate in faculty committee assignments.
3. Follow work schedule of the institution.
4. Participate in scheduled activities of the institution.
5. Remain cognizant of agency policies and procedures.
6. Adhere to any other specific institutional employment guidelines.
7. Maintain good public relations.

Department:

1. Actively participate in the Nursing Program Organization through attendance of faculty and committee meetings and involvement.
2. Participate in curriculum development, revision, implementation and evaluation.
3. Assist in maintaining grade documentation in CAMS.
4. Assist in maintaining attendance documentation in CAMS.
5. Assist in developing clinical rotation schedules.

NCK TECH- BELOIT- INITIAL NURSING PROGRAM APPLICATION

6. Assist in coordinating pinning ceremony.
7. Assist in conducting inventory.
8. Utilize the Moodle Room for student learning.
9. Monitor the use of the ATI Assessment Program.
10. Contribute to the selection of textbooks, audio-visuals and other learning resources.
11. Attend advisory committee meetings as an ex-officio member.
12. Contribute to an organized learning environment.
13. Assist with the orientation of new faculty members.
14. Conduct monthly faculty meetings on a rotational basis.
15. Contribute to the annual budget plan and capital outlay.
16. Maintain positive inter/intra departmental relationships.
17. Accept and complete assignments that are delegated from the Director of Nursing.
18. Complete duties and/or directives assigned by the Dean of Instruction, President, or Board of Control.

Student Learning:

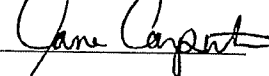
1. Plan, provide, and evaluate learning experience in the classroom, laboratory, and clinical area.
2. Counsel students regarding academic progress and/or personal problems; refer as appropriate.
3. Document performance and progress.
4. Select and supervise learning experience consistent with individual needs.
5. Assist in observing clinical agency's policies and procedures.
6. Guide to awareness of legal/ethical responsibilities and limitations.

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

Date: _____ 5/24/2021 _____

Name of Program: _____ BSN pre-licensure program _____

Program Administrator
including credentials: _____ Jane Carpenter, PhD, MSN, BSN 

Parent Institution: _____ Washburn University _____

Address of Institution: _____ 1700 SW College Ave _____

_____ Topeka, KS 66621 _____

Level of the Program
for which the change
is being requested _____ Level 1, 1st semester, junior year _____

Briefly describe the
Change being requested: _____ Change in course delivery, for NU 318, Professional
Transformation, from in person to online _____

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

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
- XX** ☒ 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.

Washburn University School of Nursing

Change requested: **NU 318, Professional Transformation in Nursing** – change in delivery method from **in-person to online**. This one (1) credit hour nursing course description (no change requested in description)

Introduction to professional nursing expectations. Learning to establish therapeutic relationships is the foundation of professional nursing practice and requires personal accountability and a commitment to life-long learning. An emphasis is placed on legal issues and the principles of altruism, caring, ethics, communication. The value of self-care and reflection in relation to professional transformation is explored.

Rationale for change: When all courses went remote in Spring 2020 due to COVID-19, this one credit hour course was able to switch to an online format without losing any content or student learning of course outcomes. In fact, moving this course to an online format supported learning of this content in a way that allowed the beginning nursing student time to apply the material throughout the week. Keeping this one credit hour course asynchronous online allows flexibility of student learning and better assessment/feedback provided to the students through online reflections. The lead faculty for this course feels students were more engaged with the content when they interacted online rather than one hour a week in person. This request does not impact any other nursing course delivery, courses at WU have resumed face to face.

This change in delivery modality was discussed and approved by the School of Nursing Undergraduate Education Committee on 5/7/2021.

Previous	Requested change
NU 318 Professional Transformation, taught in the 1 st semester of the nursing program, one hour per week, on Mondays from 0800-0850 in person.	NU 318 Professional Transformation, 1 credit hour per week of online-only activities, lecture, discussion, reflections.

#148

60-2-104 (g) (1) (2) (3) – Prelicensure

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.

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 1 paper copy of the request form and all addenda on white paper, loose leaf and single-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 the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

Baker University School of Nursing
06/08/2021

RE: Request to any change in content requiring a change of clock-hours or credit hours in nursing courses.

Provide:

Rationale for Change:

1. NU 323 LPN Bridge Course changing from a 3.5 credit course to a 4.0 credit course (a difference of 0.5 credits/units). Additional information includes: Population health, Considerations of the aging client and Diagnostic testing.
2. By adding the 0.5 credits to NU 323 LPN Bridge Course this would allow the LPN to be enrolled at 12 credits per semester rather than the 11.5 credits that is currently being done. This would allow for financial aid for the LPN students during their first semester of study.

Show faculty involvement in process-may use statements of support from faculty and/or evidence of understanding of the change.

Committee on Educational Programs and Curriculum (EPC) Meeting minutes 5/18/2021

- Curriculum change in NU 323 LPN Bridge Course brought by Dr. Hobus to EPC. Explained the addition of curriculum content placed in this course which was population health, considerations of the aging client, and diagnostic testing. Request was made by instructor to get approval. Changed from a 3.5 credit course to a 4.0 credit course which allows the student to receive financial aid in first semester.
- Libby moved to approve to send to Faculty Senate (FS) all in favor.

Committee for Faculty Senate (FS) Meeting minutes 5/24/2021

- EPC committee would like faculty senate vote on curriculum change for LPN Bridge course. Addition of population health and elderly content and additional hours increased for lab diagnostics from 1.5 to 3.0. The course then becomes a 4.0 credit hour course instead of 3.5 thus making financial aid available to the students at 12 units in their first semester instead of 11.5. Cara asked when this will start as it will effect fees/tuition for students. Amanda shared she hoped starting Fall 2021 but needs to go to KSBN for approval as a curriculum change.

- Motion by committee to approve curriculum change for LPN Bridge course. Jeri seconded. By consensus.
- This will most likely go into effect in January 2022. The plan is to have the Education Committee and the Board of Nursing review and action during their September meeting.

Table of the Old and New Curriculum

OLD Curriculum	Theory/ Clinical	NEW Curriculum	Theory/Clinical
NU 301 Pharmacology 1	1	NU 301 Pharmacology 1	1
NU 305 Pathophysiology*	4	NU 305 Pathophysiology*	4
NU 322/322L Foundations of Nursing	5 / 3	NU 322/322L Foundations of Nursing	5 / 3
NU 330 Health Assessment across the Lifespan	3	NU 330 Health Assessment across the Lifespan	3
Semester Total = 16		Semester Total = 16	
*To be accepted as a transfer course the class must be a 300 level or above		*To be accepted as a transfer course the class must be a 300 level or above	
NU 323 LPN Bridge**	3.5	NU 323 LPN Bridge**	4.0
**The Bridge course is required for LPN students in place of NU 322/322L		**The Bridge course is required for LPN students in place of NU 322/322L	
Semester Total for LPN	11.5	Semester Total for LPN	12.0

Course Description

OLD NU 323 LPN Bridge (3.5 credits) This course provides the Licensed Practical Nurse (LPN) with an introduction to the nursing profession and the theoretical and conceptual basis for beginning nursing practice. Health promotion, safety, nursing process, effective communication, culture, caring, leadership, professional accountability/values and other related concepts are introduced and serve as a foundation for future course work. Scientific principles and research findings are identified as a basis for beginning critical thinking and clinical judgments in delivery of patient centered, culturally sensitive, evidence based care

NEW NU 323 LPN Bridge (4 credits) This course provides the Licensed Practical Nurse (LPN) with an introduction to the nursing profession and the theoretical and conceptual basis for beginning nursing practice. Health promotion, safety, nursing process, effective communication, culture, caring, leadership, professional accountability/values, population health, aging adult, and other related concepts are introduced and serve as a foundation for future course work. Scientific principles and research findings are identified as a basis for beginning critical thinking and clinical judgments in delivery of patient centered, culturally sensitive, evidence based care

RECEIVED
SEP 27 2021
#149
KSBN EDUCATION

**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

Date: _____ July 13, 2021 _____

Name of Program: _____ Butler Community College Nursing Department _____

Program Administrator
including credentials: _____ Caleb Ediger, DNP, RN _____

Parent Institution: _____ Butler Community College _____

Address of Institution: _____ 901 South Haverhill Road _____

_____ El Dorado, KS 67042 _____

Level of the Program
for which the change
is being requested _____ Associate Degree Program _____

Briefly describe the
Change being requested: Partnership between Butler Community College and Cowley
College to offer 16 nursing student seats (8 students admitted each academic year) to
be taught by Butler Community College Nursing program at the Winfield Allied Health
Campus _____

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.



Melanie Burnett, MSN, RN
Clinical Educator
(620) 222-6254
melanie.burnett@wnmh.org
1300 E 5th Ave.
Winfield, KS, 67156
8/13/2021

Caleb Ediger, DNP, RN
Associate Dean of Health, Education, & Public Services
Butler Community College
901 S Haverhill Rd.
Eldorado, KS, 67042

Dear Caleb Ediger, DNP, RN

I was delighted to hear that your nursing program may be expanding to the Cowley campus. There is such a large number of community members that depend on our critical access hospital for care and to know that we can partner with such a successful nursing program right here in Winfield to grow our nurses is exciting.

I look forward to working with your team on ensuring that the students, the patients, and our nurses are all provided the best care possible during the transition. Our organization has been a teaching facility for several years and the staff, patients, and providers welcome the opportunity to host another group of future healthcare providers/colleagues.

Please don't hesitate to contact me if you have any need for further assistance.

Sincerely,

A handwritten signature in cursive script that reads 'Melanie Burnett RN'.

Melanie Burnett, MSN, RN
Clinical Educator
(620) 222-6254
melanie.burnett@wnmh.org



620.221.2300
1300 E. Fifth Ave.
Winfield, KS 67156
wnhcares.org

Butler Community College Nursing Program

Sept 1, 2021

Caleb Ediger, DNP, RN Associate Dean Health, Education, & Public Services

- Statements of explanation from the program
Cowley College and Butler Community College entered into a Memorandum of Understanding on July 13, 2021 exploring a partnership to offer 16 Associate Degree Nursing seats to be taught at the Winfield Allied Health Campus of Cowley College.
 - Eight students would be admitted yearly in the Fall to keep the total number of students to no more than 16 total seats a year.
 - Prospective students for this alternate site would follow the Butler Community College Nursing Program admission process. The nursing application for the Butler Program will be amended to add an option for the student to pick the El Dorado or Winfield site. Butler is working on an online admission process that will be placed on both Butler and Cowley websites. First admission cycle is proposed for Fall 2022.
 - Clinical experiences would be offered to the students from William Newton Hospital in Winfield, Kansas and Southcentral Kansas Medical Center in Arkansas City, Kansas. Butler is exploring options for other clinical partners at this time.
 - Cowley College and Butler will collaborate to work on an articulation agreement for a Health Sciences pathway. Cowley will provide classroom and lab space to Butler Community college at the Winfield Allied Health Campus. Butler will provide all technology requirements, faculty, and the current concept-based curriculum to teach nursing program course content in a hybrid environment.
- Facility letters are provided as attachments in support of providing clinical experiences for this cohort. These letters include awareness of changes and provide support to this planned partnership.
- Reaffirm 1:8 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
Technology requirements including laptops, poly studio virtual learning equipment, and technology support will be offered and supplied by Butler Community College. A site coordinator and administrative assistant will be hired by Butler to provide onsite student support. Library services are available online to all Butler nursing students. Lab space, simulation, and demonstration manikins and devices will be provided to students by both Butler and Cowley.

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 1 paper copy of the request form and all addenda on white paper, loose leaf and single-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 the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.



Medical Center
Specialty Clinic
Behavioral Health
Primary Care - Summit Clinic
Primary Care - Winfield
Primary Care - Ark City
Urgent Care
Midwives

BOARD OF TRUSTEES
Dan Jurkovich, Chairman
Kanyon Gingham, Vice Chair
Jay Warren, Treasurer
Bob Mathews, Member
Brittany Carder, Member

Jeff Bowman
Chief Executive Officer

August 19, 2021

Dear Dr. Ediger,

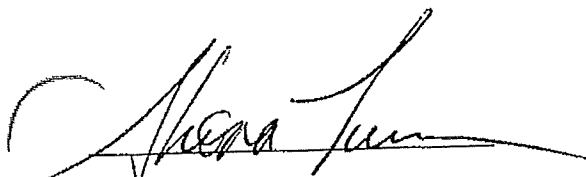
It was a pleasure to meet with Cowley College representatives and yourself to discuss the possibility of a future expansion of the Butler Community College Nursing program into Cowley County. There is a large number of residents that depend on our critical access hospital for care in the Arkansas City area, and the rest of Cowley County.

Knowing that we can form a potential partnership and affiliation agreement to offer clinical sites to future students from the Cowley County area is an exciting opportunity. This affiliation between Butler and South Central Kansas Medical Center will allow for the growth and future employment of nurses from a top quality program in Kansas.

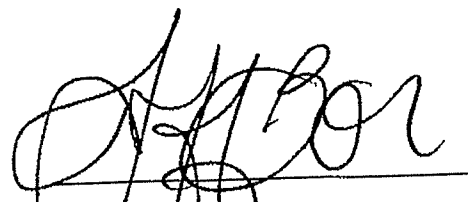
I look forward to working with your team ensuring that the students, the patients, and our nurses are provided the best care possible. We welcome the opportunity to host a group of future healthcare providers/colleagues.

Please do not hesitate to contact me if you have any need for further assistance.

Sincerely,



Shona Turner, COO



Jeff Bowman, CEO

Ark City or Kansas Veterans Home?	Clinical Group NR 102 Med/Surg Normal Clinical Hours: Day 6:45 am to 3:15 pm Instructor:									
Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days at : Orientation: Wear clinical uniform Meet instructor inside this door.		<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>								
William Newton Hosp	Clinical Rotation NR 122 Med/Surg Normal Clinical Hours: TBA 6:45 am to 7:15 pm Instructor:									
Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days: TBA Orientation: TBA		<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>								

Site to be determined	NR 122 Pediatrics Normal Clinical Hours: TBA 645am to 3:30 pm Instructor:	
Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days at : Orientation with instructor:		
William Newton Hosp	NR 122 OB Normal Clinical Hours: TBA 6:45 am to 7:15 pm Instructor:	
Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days: TBA Orientation with instructor: TBA		

William Newton and Ark City	NR 243 Med/Surg Normal Clinical Hours: TBA 6:45 am to 3:15 pm Instructor:	
Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days: TBA Orientation with instructor: TBA		
Ascension St Joseph	NR 243 Mental Health Normal Clinical Hours: 12:30 pm to 7:15 pm Instructor:	
Simulation Date in BCC Lab: TBA- All dates will be posted before NR 102 begins Clinical Days: Orientation with instructor: Date/Time TBD on campus		

William Newton and Ark City	NR 244 Med/Surg Normal Clinical Hours: TBA 6:45 am to 7:15 pm Instructor:		
	Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days: TBA Orientation with instructor: TBA		

Sites to be determined by placement coordinator	NR 246 Synthesis (Capstone) Normal Clinical Hours: Thursday 6:45 am to 3:15 pm Instructor:	
Simulation Date in WAH Lab: TBA- All dates will be posted before begins Clinical Days: TBA Orientation with instructor: TBA		

Note: this schedule has been created considering various pieces of information, such as where you live, and when you have other classes scheduled. This is considered a final schedule for your clinical experiences.

Due to the limited clinical days provided during this course, you are expected to attend with the group you are scheduled with, and at the time you are scheduled. We understand that it will require flexibility on your part. Please make necessary arrangements **now** to be sure that you are available to attend your assigned clinical experience. All clinical experiences will be a great opportunity to utilize the skills you have gained up to this point. If you have concerns with your clinical assignment, please contact your lead instructor
Thank you!

EMPORIA STATE UNIVERSITY

DEPARTMENT OF NURSING

RECEIVED
NOV 9 2021
11:5
EDUCATION

Cora Miller Hall
Campus Box 4043
1127 Chestnut
Emporia, Kansas 66801
620-341-4440
620-341-7871 fax
www.emporia.edu/nursing

October 25, 2021

Julianna Rieschick
Kansas State Board of Nursing
900 SW Jackson Street
Suite 1051
Topeka, Kansas 66612-1230

Dear Ms. Rieschick,

Emporia State University Department of Nursing is submitting a Major Curriculum Change Request for review at the Board's December meeting. I have included the required document for review. The total credit hours for the pre-nursing curriculum will remain 60 credit hours. The total credit hours for the nursing curriculum will remain 60 credit hours. The BSN degree will remain 120 credit hours. The nursing faculty have recommended and approved the proposed changes. These changes, if approved by KSBN, will take effect in the fall of 2022.

We look forward to the Board's decision. Thank you for your consideration.

Sincerely,



Mary Mitsui, PhD, APRN, PMHNP-BC, CNE, CNS
Interim Chair

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

Date: October 25, 2021_____

Name of Program: Emporia State University Department of Nursing _____

Program Administrator including credentials: Mary Mitsui, PhD, APRN, PMHNP-BC, CNS, CNE _____

Parent Institution: Emporia State University_____

Address of Institution: 1127 Chestnut_____

Emporia, Kansas

66801_____

Level of the Program for which the change is being requested: Pre-licensure BSN_____

Briefly describe the
Change being requested:

The Emporia State University (ESU) Department of Nursing is requesting several changes to the pre-licensure BSN curriculum. The total credit hours of the degree will not change. There are, and will be, 60 credit hours for the pre-nursing courses and 60 credit hours for the nursing courses. The proposed changes are to:

1. Eliminate CW 152 Intro to Health Careers
 2. Decrease NU 311, Fundamentals Nursing Practicum, from 3 to 2 credit hours
 3. Increase NU 382, Geriatric Nursing, from 1 to 2 credit hours
 4. Eliminate NU 379 Decision Making in Nursing 1
 5. Increase NU 392, End of Life Care, from 1 to 2 credit hours
 6. Decrease NU 429, Maternal/Newborn and Pediatric Nursing Practicum from 3 to 2 credit hours
-

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.

Emporia State University Department of Nursing

Request: The Emporia State University (ESU) Department of Nursing is requesting several changes to the pre-licensure BSN curriculum. The total credit hours of the degree will not change. There are, and will be, 60 credit hours for the pre-nursing courses and 60 credit hours for the nursing courses. The proposed changes are to:

- Eliminate CW 152 Intro to Health Careers
- Decrease NU 311, Fundamentals Nursing Practicum, from 3 to 2 credit hours
- Increase NU 382, Geriatric Nursing, from 1 to 2 credit hours
- Eliminate NU 379 Decision Making in Nursing 1
- Increase NU 392, End of Life Care, from 1 to 2 credit hours
- Decrease NU 429, Maternal/Newborn and Pediatric Nursing Practicum from 3 to 2 credit hours

Rationales for changes:

1. ESU will be implementing a new General Education program in Fall 2022. CW 152, which is currently a General Education course, will no longer fit the criteria for a general education course. Pre-nursing students will be able to choose from a variety of other courses to fulfill the general education category that CW 152 presently fulfills.
2. The credit hours of NU311 were increased in our most recent curriculum revision. However, adding a credit hour made the clinical day longer, it did not increase the number of days students have in the clinical setting. As our clinical hours are 4 clock hours per each credit hour, faculty believe 8 clock hours of clinical per day is sufficient to meet course objectives.
3. The faculty believe there is a need for increased content in the NU 382, Geriatric Nursing course to help prepare our graduates to take care of the aging population.
4. When NU 379, Decision Making in Nursing I was created the nursing program was six semesters long. This course was originally in semester 4. The nursing curriculum was recently changed to four semesters and this course is in semester 2. The faculty believe the students don't have enough knowledge in semester 2 for this course to be effective.
5. The faculty believe there is a need for increased content in NU 392, End of Life Care to help prepare graduates to deal with issues related to death and dying.
6. Students who are enrolled in NU 429, Maternal/Newborn and Pediatric Nursing Practicum, are also enrolled in another practicum course during this semester in which they can also care for children and their families.
7. These changes if approved will be implemented for the academic year 2022-2023.
8. The changes were suggested by and approved by the nursing faculty, approved by the nursing curriculum committee, the ESU Chairs of the College of Liberal Arts and Sciences, and the ESU faculty.

EMPORIA STATE UNIVERSITY
BACHELOR OF SCIENCE IN NURSING

Foundational Courses for BSN

CURRENT

PROPOSED

FIRST YEAR –

Semester 1 – 16 credit hours

EG 101 Composition I (3 credit)
MA 110 College Algebra (3)
GB 100 Biology (3)
GB 101 Biology Lab (1)
PY 100 Introductory Psychology (3)
SP 101 Public Speaking (3)

Semester 2 – 15 credit hours

GB 385 Nutrition (3 credit)
EG 102 Composition II (3)
PY 212 Developmental Psychology (3)
CH 120 General Chemistry (3)
CH 121 General Chemistry Lab (2)
PE 100 Active Living (1)

SECOND YEAR

Semester 3 – 14 hours

ZO 362 Anatomy & Physiology (3 credit)
ZO 363 Anatomy & Physiology Lab (2)
SO 101 Introduction Sociology (3)
HI 112 US History since 1877*(3)
PI 301 Ethics (or PI 225 Philosophy)*(3)

Semester 4 – 15 hours

CW 152 Introduction to Health Care Careers (3 credit)
ZO 364 Human Pathophysiology (3)
MC 316 Microbiology (3)
MC 317 Microbiology Lab (1)
TH 105 Theatre Appreciation* (2)
MA 341 Statistics* (3)

Must earn C or higher in all courses

*= Student may choose any course that meets Gen Ed requirement

Total 60 hours

Semester 1 – 16 credit hours

EG 101 Composition I (3 credit)
MA 110 College Algebra (3)
GB 100 Biology (3)
GB 101 Biology Lab (1)
PY 100 Introductory Psychology (3)
SP 101 Public Speaking (3)

Semester 2- 15 credit hours

GB 385 Nutrition (3 credit)
EG 102 Composition II (3)
PY 212 Developmental Psychology (3)
CH 120 General Chemistry (3)
CH 121 General Chemistry Lab (2)
PE 100 Active Living (1)

Semester 3- 14 hours

ZO 362 Anatomy & Physiology (3)
ZO 363 Anatomy & Physiology Lab (2)
SO 101 Introduction Sociology (3)
HI 112 US History Since 1877* (3)
PI 301 Ethics (or PI 225 Philosophy) * (3)

Semester 4- 15 hours

3 hour course that meets University requirement

ZO 364 Human Pathophysiology (3)
MC 316 Microbiology (3)
MC 317 Microbiology Lab (1)
TH 105 Theatre Appreciation* (2)
MA 341 Statistics* (3)

Total 60 hours

ESU Dept. of Nursing Current Curriculum**Proposed Curriculum****Third Year:****Admission to the Nursing Major 17 Credit Hours- Current and Proposed**

NU 306 Health Assessment (2 credit)	NU 306 Health Assessment (2 credits)
NU 307 Health Assessment Lab (1)	NU 307 Health Assessment Lab (1)
NU 308 Foundations of Professional Nursing (3)	NU 308 Foundations of Professional Nursing (3)
NU 310 Fundamentals of Nursing (4)	NU 310 Fundamentals of Nursing (4)
NU 311 Fundamentals of Nursing Practicum (3)	NU 311 Fundamentals of Nursing Practicum (2)
NU 382 Geriatric Nursing (1)	NU 382 Geriatric Nursing (2)
NU 386 Nursing Research Using Information Literacy (3)	NU 386 Nursing Research Using Information Literacy

15 Credit Hours- Current and Proposed

NU 379 Decision Making in Nursing I (1)	(NU 379 deleted)
NU 340 Pharmacology (3 credit)	NU 340 Pharmacology (3 credit)
NU 374 Adult Health I Nursing (3)	NU 374 Adult Health I Nursing (3)
NU 375 Adult Health I Nursing Practicum (3)	NU 375 Adult Health Nursing Practicum (3)
NU 376 Mental Health Nursing (3)	NU 376 Mental Health Nursing (3)
NU 377 Mental Health Nursing Practicum (1)	NU 377 Mental Health Nursing Practicum 1
NU 392 End of Life Care (1)	NU 392 End of Life Care (2)

Fourth Year: 16 Credit Hours- Current and Proposed

NU 426 Maternal Newborn Nursing (3 credit)	NU 426 Maternal Newborn Nursing (3)
NU 428 Pediatric and Family Nursing (3)	NU 428 Pediatric and Family Nursing (3)
NU 429 Maternal Newborn and Pediatric Practicum (3)	NU 429 Maternal Newborn and Pediatric Nursing Practicum (2)
NU 431 Decision Making In Nursing (1)	NU 431 Decision Making In Nursing (2)
NU 484 Adult Health II Nursing (3)	NU 484 Adult Health II Nursing (3)
NU 485 Nursing Across the Lifespan Practicum (3)	NU 485 Nursing Across the Lifespan Practicum (3)

12 Credit Hours- Current and Proposed

NU 454 Facing the Challenge of NCLEX-RN (1credit)	NU 454 Facing the Challenge of NCLEX-RN (1 credi)
NU 486 Public, Population and Global Health Nursing (4)	NU 486 Public, Population and Global Health Nursing (4)
NU 492 Nursing Leadership (3)	NU 492 Nursing Leadership (3)
NU 493 Transition into Professional Practice Practice Practicum (4)	NU 493 Transition into Professional Practice Practicum (4)

Total Nursing Curriculum 60 Hours**Total Nursing Degree 120 Hours****Total Nursing Curriculum 60 Hours****Total Nursing Degree 120 Hours**

Existing Course NU 311	Proposed Course NU 311
COURSE NAME: Fundamentals of Nursing Practicum	COURSE NAME: Fundamentals of Nursing Practicum
CREDIT HOURS: 3	CREDIT HOURS: 2
Course Description: Students in this practicum course provide fundamental nursing care in a clinical setting by demonstrating the knowledge, skills, and attitudes consistent with professional nursing.	Course Description: Students in this practicum course provide fundamental nursing care in a clinical setting by demonstrating the knowledge, skills, and attitudes consistent with professional nursing.
Course Objectives: Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of the concepts of nursing, Person, adaptation, health, and environment as applied to nursing fundamentals. 2. Use knowledge from nursing and the arts, sciences, and humanities when providing fundamental nursing care for clients. 3. Demonstrate professional values within the frameworks of legal, ethical and professional standards 4. Demonstrate leadership abilities in the role of a professional nurse when caring for clients 5. Provide professional nursing care through the application of fundamental concepts to promote health, reduce risk, and manage illness and disease for clients. 6. Demonstrate fundamental Therapeutic Nursing Interventions necessary to deliver professional nursing care with clients. 	Course Objectives: Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of the concepts of nursing, Person, adaptation, health, and environment as applied to nursing fundamentals. 2. Use knowledge from nursing and the arts, sciences, and humanities when providing fundamental nursing care for clients. 3. Demonstrate professional values within the frameworks of legal, ethical and professional standards 4. Demonstrate leadership abilities in the role of a professional nurse when caring for clients 5. Provide professional nursing care through the application of fundamental concepts to promote health, reduce risk, and manage illness and disease for clients. 6. Demonstrate fundamental Therapeutic Nursing Interventions necessary to deliver professional nursing care with clients.

Existing Course NU 382	Proposed Course NU 382
COURSE NAME: Geriatric Nursing	COURSE NAME: Geriatric Nursing
CREDIT HOURS: 1	CREDIT HOURS: 2
Course Description: Content for this course is based on principles, theories, and research specific to caring for the older adult and the provision of palliative care. Changes associated with the aging process are addressed and principles of palliative care are emphasized. The material delineates the nurses' role in caring for older individuals and providing quality and culturally sensitive end of life care. Special needs associated with aging, chronicity, rehabilitation, loss, grief, and dying are introduced.	Course Description: Content for this course is based on principles, theories, and research specific to caring for the older adult and the provision of palliative care. Changes associated with the aging process are addressed and principles of palliative care are emphasized. The material delineates the nurses' role in caring for older individuals and providing quality and culturally sensitive end of life care. Special needs associated with aging, chronicity, rehabilitation, loss, grief, and dying are introduced.
Course Objectives: Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Interpret the concepts of nursing, Person, adaptation, health, and environment as applied to geriatric nursing. 2. Apply empirical and theoretical knowledge from the arts, sciences, humanities, and nursing related to geriatric nursing. 3. Apply professional nursing values essential to geriatric nursing within the frameworks of legal, ethical, and professional standards. 4. Demonstrate leadership roles and abilities specific to geriatric nursing. 5. Identify concepts of professional nursing care to promote health, reduce risk, and manage illness and disease with geriatric clients. 6. Describe safe and effective therapeutic nursing interventions needed to practice professional nursing with geriatric clients. 	Course Objectives: Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Analyze physiological, psychosocial, and spiritual needs of older adults. 2. Evaluate theories, demographics, and societal effects as related to fulfillment of needs for the older adult. 3. Discuss ethical and legal issues related to the healthcare of older adults. 4. Discuss the physiological changes and assessment of the older adult and the nursing implications related to the aging process and assessment. 5. List common geriatric conditions, including risk factors, causes, and signs and symptoms as they relate to diagnosis, treatments, and preventative strategies. 6. Demonstrate leadership roles and abilities specific to geriatric nursing.

Existing Course NU 379	Proposed Course Delete This Course
COURSE NAME: Decision Making in Nursing I	COURSE NAME:
CREDIT HOURS: 1	CREDIT HOURS:
Course Description: Students in this laboratory course draw from knowledge, skills, and attitudes learned from previously completed courses and/or concurrent nursing courses. This information is synthesized to make decisions that impact the delivery of nursing care with clients. The use of higher order problem solving in making evidence-based decisions is emphasized. This course is the first of two sequential decision making courses.	Course Description:
Course Objectives: Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Apply cumulative knowledge to clinical situations. 2. Demonstrate professional nursing values when resolving clinical situations. 3. Demonstrate leadership abilities when resolving clinical situations. 4. Apply concepts of professional nursing care to promote health, reduce risk, and manage illness and disease to clinical situations. 5. Demonstrate safe and effective therapeutic nursing interventions when resolving clinical situations. 	Course Objectives:

Existing Course CW 152	Proposed Course Delete This Course
COURSE NAME: Intro to Health Care Careers	COURSE NAME:
CREDIT HOURS: 3	CREDIT HOURS:
Course Description: This theory course introduces content that is essential to health care careers.	Course Description:
Course Objectives: <ol style="list-style-type: none"> 1. Discuss essential knowledge, skills, and attitudes relevant to health care careers 2. Introduce terminology specific to health care careers 3. Provide effective written and oral communication for an effective health care career 4. Develop leadership qualities necessary in a health care profession for healthcare professionals. 5. Develops strategies for success in a health care career 6. Develop strategies for health enhancement 	Course Objectives:

Existing Course NU 392	Proposed Course Nu 392
COURSE NAME: End of Life Care	COURSE NAME: End of Life Care
CREDIT HOURS: 1	CREDIT HOURS: 2
Course Description: This course presents the principles of palliative care at the end-of-life across the lifespan. The course examines the biological, psychosocial, and spiritual needs of individuals/families at the end-of-life. The content prepares the student to care for individuals/families at the end-of-life.	Course Description: This course presents the principles of palliative care at the end-of-life across the lifespan. The course examines the biological, psychosocial, and spiritual needs of individuals/families at the end-of-life. The content prepares the student to care for individuals/families at the end-of-life.
Course Objectives: Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Analyze the role of the nurse in providing quality end-of-life care across the lifespan 2. Explain the dynamics of the dying process as it relates to individuals/families of all ages 3. Describe pain and symptom management at the end-of-life 4. Discuss the importance of communication in providing palliative care 5. Develop a working knowledge of the psychosocial and spiritual needs of the individuals/families of all ages at the end-of-life 	Course Objectives: Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Analyze the role of the nurse in providing quality end-of-life care to the dying person and their family 2. Explain the dynamics of the dying process as it relates to individuals/families of all ages 3. Describe pain and symptom management at the end-of-life 4. Discuss the importance of communication in providing palliative care 5. Develop a working knowledge of the psychosocial and spiritual needs of the individuals/families of all ages at the end-of-life 6. Describe loss, grief, and bereavement as it relates to quality palliative care

Existing Course NU 429	Proposed Course NU 429
COURSE NAME: Maternal/Newborn and Pediatric Nursing Practicum	COURSE NAME: Maternal/Newborn and Pediatric Nursing Practicum
CREDIT HOURS: 3	CREDIT HOURS: 2
Course Description: In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care with maternal/newborn and pediatric clients. Theoretical concepts from NU 426 and NU 428 are applied in this course.	Course Description: In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care with maternal/newborn and pediatric clients. Theoretical concepts from NU 426 and NU 428 are applied in this course.
Course Objectives: Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of the concepts of nursing, person, adaptation, health, and environment as applied to maternal/newborn, pediatric, and family nursing. 2. Apply empirical and theoretical knowledge from nursing and the arts, sciences, and humanities when caring for maternal/newborn and pediatric clients. 3. Demonstrate professional values within the frameworks of legal, ethical, and professional standards when caring for maternal/newborn and pediatric clients. 4. Demonstrate leadership abilities in the role of a professional nurse when caring for maternal/newborn and pediatric clients. 5. Provide professional nursing care to promote health, reduce risk, prevent disease, and manage illness and disease in women and with maternal/newborn and pediatric clients 6. Demonstrate therapeutic nursing interventions necessary to deliver professional nursing care with maternal/newborn and pediatric clients. 	Course Objectives: Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of the concepts of nursing, person, adaptation, health, and environment as applied to maternal/newborn, pediatric, and family nursing. 2. Apply empirical and theoretical knowledge from nursing and the arts, sciences, and humanities when caring for maternal/newborn and pediatric clients. 3. Demonstrate professional values within the frameworks of legal, ethical, and professional standards when caring for maternal/newborn and pediatric clients. 4. Demonstrate leadership abilities in the role of a professional nurse when caring for maternal/newborn and pediatric clients. 5. Provide professional nursing care to promote health, reduce risk, prevent disease, and manage illness and disease in women and with maternal/newborn and pediatric clients. 6. Demonstrate therapeutic nursing interventions necessary to deliver professional nursing care with maternal/newborn and pediatric clients.

From the minutes of the ESU Department of Nursing Faculty Organization meeting on August 19, 2021

The Curriculum Affairs Committee shared the new General Education curriculum via E-mail on 8/18/2021 that will take effect Fall 2022 to meet the KBOR requirements of 42 General Education Hours.

The Curriculum Affairs Committee shared a draft of the modifications/changes suggested at the May 17 & 18, 2021 EDN Faculty Organization Workshop. The changes include recommendations for the BSN (pre-licensure) and RN-BSN courses. Approved changes will take effect 2022-2023 ESU Catalog.

From the Department of Nursing Curriculum Committee- an email sent to the nursing faculty on 8/30/21:

On behalf of the Curriculum Affairs Committee, there is an amendment in the faculty workroom. Please cast your vote on the paper in the workroom by the end of this Wednesday, September 1.

This is a motion to amend the proposal of combining NU 429 (2 credit hours) and NU 485 (3 credit hours) into one 5 credit hour course. This amendment asks that NU 429 (2 credit hours) and NU 485 (3 credit hours) remain as separate courses in the nursing curriculum.

Rationale: To maintain the integrity of OB and Pediatrics as specialty areas.

The curriculum changes presented in these documents were voted on and passed unanimously on September 3, 2021.

**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

Date: 10/28/2021

Name of Program: Kansas City Kansas Community College

Program Administrator
including credentials: Susan Andersen, MSN, RN, CNE

Parent Institution: KCKCC

Address of Institution: 7250 State Ave
Kansas City, Kansas, 66112

Level of the Program
for which the change
is being requested ADN

Briefly describe the
Change being requested: Requesting alternative format options for 4 courses

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.

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 1 paper copy of the request form and all addenda on white paper, loose leaf and single-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 the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

KCKCC ADN Program Major Curricular Change Request

10/28/2021

Rationale for Proposed Change-ADN Program

KCKCC would like to respectfully request to add additional methods of delivery for four nursing courses. The rationale for this decision is twofold: students have provided feedback that they would like some flexibility in course delivery methods and we have found during the pandemic that some of our courses lend well to alternate delivery methods. While we do not anticipate always offering these courses online or blended, we would like the option to do so when needed. Our students and instructors have the needed technology to support online learning. Our instructors are familiar with the technology for providing online and blended courses and successfully implemented these formats during the pandemic. Below is a link to the support provided to KCKCC instructors and students for online learning:

<https://blogs.kckcc.edu/online-education/>

During the pandemic, our faculty were very successful in providing didactic material in an online format without a negative impact on student performance or satisfaction. The courses outlined on the table below lend well to the online or blended format. Below is a table summarizing the changes we are requesting.

KCKCC ADN Program Major Curricular Change Request

10/28/2021

Course No./Name	Credits	Current Method of Delivery	Proposed Method of Delivery	Course Description
NURS 106 Pharmacology 1	1	Face to face (FTF)	FTF or Online	This course provides students with an introduction to medication delivery across the lifespan as it relates to the registered nurse's role in the patient care team. Dosage calculation for oral, topical, subcutaneous and intramuscular delivery will be introduced and the student will learn to implement the technique of dimensional analysis. The mechanism of action, side effects, and nursing management of clients taking common medications will be covered. <i>(*Note: all medication administration skills such as injections will continue to be taught with our Fundamentals Course. There are no skills associated with this course.)</i>
NURS 108 Pharmacology 2	1	FTF	FTF or Online	This course is a culmination of the role of the professional nurse in the safe administration of medications across the lifespan. Specialized methods of medication administration will be covered. This course covers the mechanism of action, side effects, and nursing management of clients taking common medications. Students will plan appropriate health teaching for clients across the lifespan.
NURS 193 Health Assessment	3	FTF with lab component	FTF or Blended-Didactic component online and lab component FTF	This course provides an overview of assessment as part of effectively implementing the nursing process. Students have the opportunity to develop and apply the cognitive and psychomotor health assessment skills necessary to perform a systematic, holistic, and culturally competent health assessment for individuals across the lifespan. Introduction to the role of the professional nurse in identifying and communicating normal findings and common deviations from normal will also be discussed.

KCKCC ADN Program Major Curricular Change Request

10/28/2021

				<i>(*Note: all assessment skills will continue to be taught in the Health Assessment lab sessions which will continue to be FTF.)*</i>
NURS 245 Nursing Management of Care Concepts	3 (2 Didactic; 1 Clinical)	FTF for didactic component	FTF or Online for didactic component; clinical component FTF	This course assists the student in the transition from the student role to the role of the professional nurse. The focus of the course is on concepts of leadership as students have the opportunity to manage collaborative evidence-based care for groups of clients in a variety of clinical settings. Students are able to refine their clinical judgment and prioritization skills to promote health and ensure safe quality care.

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KSBN EDUCATION

**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

Date: 10/28/2021

Name of Program: Kansas City Kansas Community College

Program Administrator including credentials: Susan Andersen, MSN, RN, CNE

Parent Institution: KCKCC

Address of Institution: 7250 State Ave

Kansas City, Kansas, 66112

Level of the Program
for which the change
is being requested

Briefly describe the Change being requested: Requesting alternative format options for 4 courses

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.

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 - Course title
 - Course objectives/outcomes
 - Sequence of the course
 - Major content outline
 - Clinical facility(ies) to be used
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4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-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 the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSNB with the requested information, if desired.

Rationale for Proposed Change-PN Program

KCKCC would like to respectfully request to add additional methods of delivery for four practical nursing courses. The rationale for this decision is twofold: students have provided feedback that they would like some flexibility in course delivery methods and we have found during the pandemic that some of our courses lend well to alternate delivery methods. While we do not anticipate always offering these courses online or blended, we would like the option to do so when needed. Our students and instructors have the needed technology to support online learning. Our instructors are familiar with the technology for providing online and blended courses and successfully implemented these formats during the pandemic. Below is a link to the support provided to KCKCC instructors and students for online learning:

<https://blogs.kckcc.edu/online-education/>

During the pandemic, our faculty were very successful in providing didactic material in an online format without a negative impact on student performance or satisfaction. The courses outlined on the table below lend well to the online or blended format. Below is a table summarizing the changes we are requesting.

Course No./Name	Credits	Current Method of Delivery	Proposed Method of Delivery	Course Description
KSPN 124 Maternal-Child Nursing	2	Face to face (FTF)	FTF or Online	This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders.
KSPN 130 Mental Health	2	FTF	FTF or Online	This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the client with a mental health disorder.
KSPN Care of Aging	2	FTF	FTF or Online	This course is designed to explore issues related to the aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care.
KSPN 132 Leadership, Roles, & Issues	2	FTF for didactic component	FTF or Online	This course provides orientation to leadership roles of the LPN and related responsibilities. It will introduce issues to the student they will encounter in the workplace.



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KSBN EDUCATION

NURSING

October 25, 2021

Janelle Martin, MHSA, RN
Education Specialist
Education Committee Members
Kansas State Board of Nursing (KSBN)
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, KS 66612-1230

Dear Ms. Martin Education Committee, and the KSBN Committee members:

This major curriculum change request from the Department of Nursing, Fort Hays State University (FHSU) in the Doctor of Nursing Practice (DNP) program.

Enclosed please find the following documents:

- Section I. Faculty support.
- Section II. Table showing the current curriculum (course identification numbers with credit hours for the DNP program) and proposed curriculum.

If there are any further documents needed or if you have any questions, please let me know.

Sincerely,

Jenny Manry, DNP, APRN, FNP-BC
Chair of the Nursing Department, FHSU
Associate Professor of Nursing,
Office: 785-628-4511

**Graduate Program Major Curriculum Change Request Kansas State Board of
Nursing 60-17-105 (d) (2) (A) (B) – Graduate**

Must be received by KSBN at least 30 days before the board meeting

Date: 10-15-21

Name of Program: Nursing Department

Program Administrator
including credentials: Jenny Manry DNP, APRN, FNP-BC

Parent Institution: Fort Hays State University

Address of Institution: 600 Park St.

Hays, KS 67601

Level of the Program for
which the change
Is being requested DNP

Briefly describe the **Change being requested:** The Department of Nursing is seeking a curriculum change for the Doctor of Nursing Practice Program for the BSN to DNP program. The BSN to DNP tract has 75 credit hours and remains 75 credit hours following the curriculum change. The BSN to DNP program contains 600 clock hours for the project courses. This does not change. The BSN to DNP program has 900 clock hours in clinical hours and remains with 900 clock hours in clinical hours following the curriculum change.

Action Taken

Education Committee Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

_____ Date

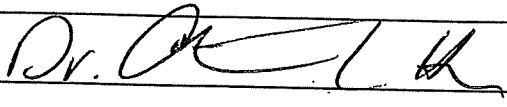
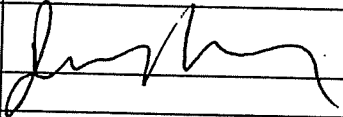
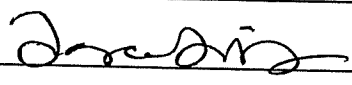
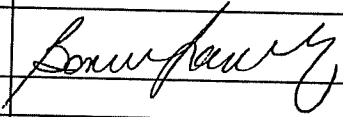
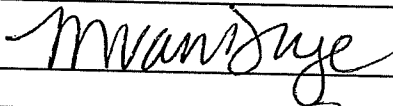
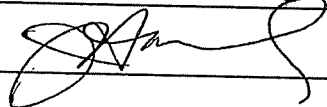
Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____ Education Specialist

_____ Date

Section I: Faculty Support

(Insert snip of scanned signatures here)

Table 1		Graduate Faculty Support
Dr. Christine Hober		
Dr. Jenny Manry		
Dr. Tanya Smith		
Dr. Bonnie Landgraf		
Dr. Michelle VanDerWege		
Dr. Janelle Harding		

Section II. Table showing the original course identification numbers with credit hours and the new requested course identification numbers with credit hours for the DNP program.

Current Course	Credit Hours	Proposed Course	Credit Hours
Summer 1		Summer 1	
NURS 952: Foundations for the Doctoral Leader	3	NURS 952: Foundations for the Doctoral Leader	3
NURS 872: Informatics in Health Care Systems	3	NURS 872: Informatics in Health Care Systems	3
Total Hours for semester:	6	Total Hours for semester:	6
Fall 1		Fall 1	
NURS 810: Developing Nursing Theories	3	NURS 810: Developing Nursing Theories	3
NURS 955: Evaluation and Management in Health Care Systems (class will be discontinued—overlap with 814; 814 & 955 content will be merged into new class NURS 914)	3	NURS 808: Advanced Statistics	3
NURS 808: Advanced Statistics	3		
Total Hours for semester:	9	Total Hours for semester:	6
Spring 1		Spring 1	
NURS 814: Healthcare Policy/Politics/Organization/Cost (class will be discontinued—overlap with 955; 814 & 955 content will be merged into new class NURS 914)	2	NURS 914 Healthcare Finance & Policy for the APRN (New Course)	3
HHP 620: Epidemiology in Public Health (course discontinued; applicable content will be in NURS 945)	3	NURS 882: Research in Nursing	3
NURS 882: Research in Nursing	3		
Total Hours for semester:	8	Total Hours for semester:	6
Summer 2		Summer 2	
NURS 916: Nurse Practitioner Roles in Primary Care (moved to Summer 4)	2		
NURS 912: Primary Health Promotion (course discontinued. Overlap with content covered in 918 and will be addressed in 945; AACN has decreased focus on epidemiology and focus on population health)	2		
Total Hours for semester:	4		
Fall 2		Fall 2	

NURS 906: Advanced Pathophysiology	3	NURS 906: Advanced Pathophysiology	3
NURS 954: Advanced Nursing Leadership	3	NURS 954: Advanced Nursing Leadership	3
Total Hours for semester:	6	Total Hours for semester:	6
Spring 2		Spring 2	
NURS 905: Advanced Pharmacology	3	NURS 905: Advanced Pharmacology	3
NURS 903: Advanced Health Assessment	2	NURS 903: Advanced Health Assessment (course hours change from 2 to 3 credit hours)	3
NURS 903L: Advanced Health Assessment Practicum	1	NURS 903L: Advanced Health Assessment Practicum	1
Total Hours for semester:	6	Total Hours for semester:	7
Summer 3		Summer 3	
NURS 935: Primary Care for the Pediatric Population	2	NURS 935: Primary Care for the Pediatric Population (course hours change from 2 to 3 credit hours)	3
Total Hours for semester:	2	Total Hours for semester:	3
Fall 3		Fall 3	
NURS 921 Primary Care I	3	NURS 921 Primary Care I	3
NURS 953 Evidence Based Practice and Scholarly Tools	3	NURS 953 Evidence Based Practice and Scholarly Tools	3
NURS 936 Primary Care for the Pediatric Population Preceptorship (150 clinical hours) (course discontinued, clinical courses restructured)	2	NURS 924 DNP Preceptorship 1 (1:5) (3 Credit Hours) Title Change	3
Total Hours for semester:	8	Total Hours for semester:	9
Spring 3		Spring 3	
NURS 957 DNP Project I	3	NURS 957 DNP Project I	3
NURS 956 DNP Research Methods	3	NURS 956 DNP Quality Improvement Methods (Course Description, Outcome and Title Change--requesting immediate change for this course)	3
NURS 960 DNP Residency I	1	NURS 960 DNP Preceptorship II (Title Change and credit hour change from 1 to 3 credit hours)	3
NURS 925 Primary Care Diagnostics & Procedures (course discontinued, content is covered in NURS 921 and NURS 932 in new curriculum)	1		
NURS 926 Diagnostics & Procedures Preceptorship (course discontinued immediately, clinical courses restructured)	1		
Total Hours for semester:	9	Total Hours for semester:	9

Summer 4		Summer 4	
NURS 918 Primary Care for the Adult and Geriatric Population	2	NURS 918 Primary Care for the Adult and Geriatric Population	2
NURS 919 Primary Care for the Adult and Geriatric Populations Preceptorship (course discontinued, clinical courses restructured)	1	NURS 916 Nurse Practitioner Roles in Primary Care (Change credit hours from 2 to 3 credit hours)	3
Total Hours for semester:	3	Total Hours for semester:	5
Fall 4		Fall 4	
NURS 958 DNP Project II	2	NURS 958 DNP Project II (course hours change from 2 to 3 credit hours)	3
NURS 932 Primary Care II	3	NURS 932 Primary Care II	3
NURS 924 Primary Care I: Preceptorship (moved to Fall 3)	3	NURS 934 DNP Preceptorship III (1:5) Title Change	3
Total Hours for semester:	8	Total Hours for semester:	9
Spring 4		Spring 4	
NURS 961 DNP Residency II	1	NURS 961 DNP Preceptorship IV (Title Change and Credit hour change from 1 to 3 credit hours)	3
NURS 959 DNP Project III	2	NURS 959 DNP Project III (course hours change from 2 to 3 credit hours)	3
NURS 934 Primary Care II: Preceptorship (moved to Fall 4)	3	NURS 945 Population Health (New Course)	3
Total Hours for semester:	6	Total Hours for semester:	9

Section III: Syllabi changes for the DNP program. Current courses broken into theory, practicum and project courses and compared to revised/new courses.

Theory Courses		
**Please note: The changes to theory courses will be implemented for the cohorts admitted to the program in the summer of 2022, with the exception of NURS 956 which will begin in Spring 2022.		
	Old	New
Number/Title/Credit hours	NURS 814 Healthcare Policy/Politics/Organization/Cost (2 Credit hours)	NURS 914 Healthcare Finance & Policy for the APRN (3 Credit hours)
Course Description	This course will foster the development of advanced nursing capabilities to analyze health policy, finances, politics and delivery systems to design strategies enhancing health outcomes for diverse populations.	This course will analyze strategies in health policy, finances, politics and delivery systems utilized by advanced practice registered nurses in order to improve population health.
Course Objectives	<ol style="list-style-type: none"> 1. Analyze health policy and the politics that drive the healthcare delivery system. 2. Explore trends regarding healthcare policy, politics, finances, informatics and healthcare delivery systems. 3. Synthesize research impacting healthcare policy, organization and financing. 4. Analyze and monitor financing of health in the United States. 5. Evaluate the impact of politics on the healthcare system, policy and finances. 6. Develop skills to influence the healthcare policy-making process, relating to power and politics. 	<ol style="list-style-type: none"> 1. Analyze health policy and the politics that drive the healthcare delivery system to determine opportunities in healthcare outcomes. 2. Explore the evolution of healthcare policy, politics, finances, informatics and delivery systems. 3. Examine healthcare finance in the United States. 4. Investigate grant writing and the role grants play in rural health. 5. Recognize entrepreneurship opportunities in advanced practice nursing.
Number/Title/Credit hours	NURS 955 Evaluation and management in Health Care Systems (3 credit hours)	
Course Description	This course will incorporate evaluation methods in healthcare systems with financial management skills necessary for the nursing leader. Students will evaluate organizational structures and the impact that both finances and structure play on quality patient care. They will further examine the role of quality improvement and accreditation in primary care.	

Course Objectives	<ol style="list-style-type: none"> 1. Articulate the importance of evaluation of health care systems. 2. Develop skills to analyze, create, and evaluate financial budgets. 3. Appraise the necessary means for economic evaluation of healthcare systems. 4. Examine grant writing and the role grants play in rural health. 5. Recognize entrepreneurship opportunities in advanced practice nursing. 6. Review global financial health care trends. 7. Appraise legal and ethical issues in nursing management. 8. Understand the role of quality improvement in primary care. 	
	Old	New
Number/Title/Credit hours	NURS 903 Advanced Health Assessment (2 Credit hours)	NURS 903 Advanced Health Assessment (3 Credit hours)
Changes: Change is from 2 credit hours to 3 credit hours to better reflect the time spent on course content. Course Description and objectives remain the same.		
	Old	New
Number/Title/Credit hours	NURS 916 Nurse Practitioner Roles in Primary Care (2 Credit hours)	NURS 916 Nurse Practitioner Roles in Primary Care (3 Credit hours)
Changes: Change is from 2 credit hours to 3 credit hours to better reflect the time spent on course content. Course Description and objectives remain the same.		
	Old	New
Number/Title/Credit hours	NURS 935 Primary Care for the Pediatric Population (2 Credit hours)	NURS 935 Primary Care for the Pediatric Population (3 Credit hours)
Changes: Change is from 2 credit hours to 3 credit hours to better reflect the time spent on course content. Course Description and objectives remain the same.		
	Old	New
Number/Title/Credit hours	NURS 620 Epidemiology in Public Health (2 credit hours)	NURS 945 Population Health (3 Credit Hours)

Course Description	<p>The course covers basic concepts and methods of epidemiology and demonstrates how these can be applied to improve population health and reduce health inequities. Key epidemiological concepts such as association, bias and confounding will be covered. Epidemiological study designs such as case-control, cohort, observational, experimental; double-blind randomized studies will be covered. This course may be taken for graduate or under-graduate credit.</p>	<p>This course is designed to examine health promotion and disease prevention interventions. This course will prepare leaders to integrate evidence-based approaches that impact the health of populations, building upon skills and knowledge developed throughout the DNP program.</p>
Course Objectives	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the importance and scope of epidemiology. 2. Describe characteristics of the epidemiologic approach, for example, the use of natural experiments. 3. Discuss the uses of epidemiology in determining disease causality, health needs of a population, delivery of services, program planning, and social policy. 4. Discuss population dynamics and health with respect to the stages of the demographic transition and trends in the U.S. population 5. Identify measures of mortality and morbidity (proportions, rates, ratios, and adjusted rates) and the major sources of error in measurement of disease. 6. Define descriptive epidemiology: the amount and distribution of disease within a population by person, place, and time. 7. Assess the validity and reliability of data collection mechanisms such as death certificates, patient charts, agency records, and personal surveys. 8. Differentiate among the types of research designs used in the etiologic investigation of disease such as retrospective (case-control), prospective (cohort), historical prospective, cross-sectional, and 	<ol style="list-style-type: none"> 1. Design a health improvement initiative utilizing the four pillars of population health. 2. Evaluate the need for a population health approach to healthcare education, delivery, and policy. 3. Examine how the U.S. healthcare system influences population health. 4. Analyze the role of the advanced practice nurse to overcoming access barriers by providing culturally relevant and high-quality healthcare for vulnerable and high-risk populations.

	<p>experimental (prophylactic and therapeutic trials).</p> <p>9. Evaluate screening programs for the detection of disease on the basis of criteria such as sensitivity, specificity, and predictive value.</p> <p>10. Apply the epidemiologic triangle to the occurrence of infectious diseases (for example, variations in severity of illness, components of the infectious disease process, mechanisms of disease transmission, and common source versus communicable disease outbreaks).</p> <p>11. Describe the epidemiologic aspects of chronic disease (for example, multifactorial nature of etiology, long latency period, indefinite onset, differential effect of factors on incidence and prevalence of disease).</p>	
	Old	New
Number/Title/Credit hours	NURS 912 Primary Health Promotion (2 credit hours)	NURS 918 Primary Care for the Adult & Geriatric Populations (2 credit hours) (current—NOT a new course but content overlap)
Course Description	Primary health promotion and wellness of individuals and families throughout the life span are examined within a community context.	This course presents knowledge necessary for the practice of primary health care of the well adult and geriatric populations. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse populations. Emphasis is placed on gender and age specific needs in addition to pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adult and geriatric patient is explored.
Course Objectives	<ol style="list-style-type: none"> 1. Synthesize nursing theoretical and other models related to health promotion and behaviors affecting wellness for individuals and families throughout the life span. 2. Investigate, using critical analysis and research findings, 	<ol style="list-style-type: none"> 1. Analyze the empirical and theoretical knowledge of the unique anatomic structures, physiological and psychological process in the care of the adult and geriatric patient. 2. Apply family and developmental theory in the care of the adult and geriatric patient.

	<p>epidemiological data and risk factors that influence health.</p> <p>3. Analyze health promotion and maintenance needs of diverse populations within the context of a community.</p> <p>4. Evaluate the efficacy of health promotion and maintenance activities relevant to clinical decision making in primary care.</p>	<p>3. Use current research in the management of health and illness in the adult and geriatric patient role using research methodologies</p>
	Old	New
Number/Title/Credit hours	<p>NURS 925 Primary Care Diagnostics & Procedures (1 hour course)</p> <p>(course discontinued, content is covered in NURS 921, 932)</p>	<p>NURS 921 Primary Care I 3 hour course</p> <p>(current—NOT a new course but content overlap)</p>
Course Description	<p>This course will assist the advanced practice nurse attain a level of proficiency in ordering, understanding and interpreting commonly used diagnostic studies and procedures specific to age, gender, and condition. Emphasis will be placed on performance of Primary care procedures in laboratory and clinical settings.</p>	<p>Management of common health problems seen in individuals and families throughout the life span are discussed in this first of two sequential courses. Applications of current research and theory based interventions appropriate for management by Advanced registered nurse practitioners will be stressed. Strategies and protocols to manage common problems, in urban and rural patients, interventions to restore individual's and family's levels of pre-illness health, and positive behaviors will be emphasized.</p>
Course Objectives	<ol style="list-style-type: none"> 1. Articulate technology used in diagnostics and procedures. 2. Analyze and synthesize collected data for patients of all ages with respect for their spiritual and cultural beliefs. 3. Order, perform and interpret diagnostic tests and screening procedures specific to age, gender and condition, including but not limited to x-rays, ECG's, and laboratory studies. 4. Perform primary care procedures including, but not limited to laceration repair, minor lesion 	<ol style="list-style-type: none"> 1. Use differential diagnoses from subjective and objective patient data to establish a working diagnosis that will assist in health promotion and illness management of common health problems in primary care. 2. Integrate theory and research findings appropriate to the care of patients and their families with common health problems 3. Critiques established protocols and existing national standards/guidelines to modify protocols as needed for management of common health problems across the life span. 4. Examine pharmacological, complementary, and non-pharmacological therapies appropriate

	<p>removal, splinting, microscopy and pap smears.</p> <p>5. Assess the dynamic interaction between acute and chronic illness in patients of all ages.</p> <p>6. Evaluate the effectiveness of Advanced Practice Nurse interventions & diagnostic studies and revise plan to optimize patient outcomes.</p>	<p>for nurse practitioners in the management of common health problems</p>
Number/Title/Credit hours		NURS 934 Primary Care II (3 hour course)
Course Description		<p>The second of two core specialty courses using a systems approach that emphasizes a multidimensional and inter-professional approach to assessment, differential diagnosis and treatment formulation for the primary care needs of individuals and families across the lifespan. Common health conditions are explored in relation to health promotion, health maintenance, assessment, diagnosis, and management of common episodic, chronic, and complex conditions affecting health. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing primary care needs. In addition to cultural and spiritual diversity, students learn patient preferences in health care decision making with a focus on person centered care.</p>
Course Objectives		<ol style="list-style-type: none"> 1. Use differential diagnoses from subjective and objective patient data to establish a working diagnosis that will assist in health promotion and illness management of common health problems in primary care. 2. Integrate theory and research findings appropriate to the care of patients and their families with common health problems 3. Critiques established protocols and existing national standards/guidelines to modify protocols as needed for management of common health problems across the life span.

		<p>4. Examine pharmacological, complementary, and non-pharmacological therapies appropriate for nurse practitioners in the management of common health problems.</p> <p>5. Recognize the nurse practitioner responsibilities when common health problems require consultation or referral.</p>
	Old	New
Note: this change will be effective in the Spring 2022 due to need to encourage quality improvement analysis rather than research measures.		
Number/Title/Credit hours	NURS 956: DNP Research Methods (3 Credit Hours)	NURS 956: Quality Improvement Methods (3 Credit Hours)
Course Description	This course will incorporate a clinical research problem requiring data management and data analysis. Students will review processes for dissemination.	This course will investigate quality improvement (QI) processes in healthcare.
Course Objectives	<ol style="list-style-type: none"> 1. Analyze the components of clinical research. 2. Understand the application of research in evidence-based practice. 3. Determine quality improvement for patient outcomes. 4. Examine the principles of data collection and data analysis related to the DNP project. 5. Explore processes of dissemination for capstone project. 	<ol style="list-style-type: none"> 1. Describe QI models, tools and steps in the QI process 2. Compare and contrast QI outcome measurement tools. 3. Relate advanced topics of and principles of healthcare leadership to a QI initiative. 4. Application of methods of disseminating results and planning for continuous improvement. 5. Design a QI initiative through application of quality improvement methods.

Project Courses		
**Please note: The changes to project courses will be implemented for the cohorts admitted to the program in the summer of 2022.		
Number/Title/Credit hours	NURS 958 DNP Project II (2 Credit hours)	NURS 958 DNP Project II (3 Credit hours)
Changes: Change is from 2 credit hours to 3 credit hours to better reflect the time spent on course content. Course Description and objectives remain the same.		
	Old	New
Number/Title/Credit hours	NURS 959 DNP Project III (2 Credit hours)	NURS 959 DNP Project III (3 Credit hours)
Changes: Change is from 2 credit hours to 3 credit hours to better reflect the time spent on course content. Course Description and objectives remain the same.		

Preceptorship Courses		
**Please note: Due to the student feedback regarding the challenges finding seven preceptorships, the changes to preceptorship classes will be implemented in Fall 2022 with the cohort beginning clinicals that semester.		
The preceptorship hours have been reallocated to be consistent throughout four semesters with 225 hours in each. The total preceptorship hours remains 900.		
	Old Title	New Title
Number/Title/Credit hours	NURS 924 Primary Care I Preceptorship 3 Credit Hours (1:5--225 Clock Hours)	NURS 924 DNP Preceptorship I (3 credit hours) 1:5—225 hours) Title change only
Course Description (no change)	Develops competency in implementing the nurse practitioner's role in health promotion, health protection, disease prevention, and treatment.	
Course Objectives (no change)	<ol style="list-style-type: none"> 1. Develops competency in implementing the nurse practitioner's role in health promotion, health protection, disease prevention, and treatment. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. 2. Demonstrate personal, collegial, and collaborative approaches to enhance delivery of patient care. 3. Apply skills of interpreting and individualizing therapies through the activities of advocacy, teaching, coaching and counseling to impart knowledge and related psychomotor skills to patients, families and communities. 4. Demonstrate a commitment to the implementation, preservation, and evolution of the family nurse practitioner role. 5. Manage and negotiate health care delivery systems to achieve improved health outcomes for patients, families, and communities. 	

	Employ the family nurse practitioner role in monitoring and delivering holistic quality care by participating in self, interdisciplinary peer, and systems review.	
	Old	New
Number/Title/Credit hours	NURS 960 DNP Residency I 1 Credit Hour (1:5--75 Hours)	NURS 960 DNP Preceptorship II 3 Credit Hours (1:5--225 Hours) Title and hours change only
Course Description (no change)	This course is an advanced residency course aimed at increasing student knowledge and skills in a specialty area. Students will implement advanced practice skills in health assessment, health promotion, pharmacology, diagnosis and treatment in a specialty setting. The clinical setting of choice is determined by the interests of the student. Clinical experience may be performed in acute care, a specialty clinic, family practice, community setting, long-term care or a hospital setting. Students will devise course goals with their instructor.	
Course Objectives (no change)	<ol style="list-style-type: none"> 1. Implement advance practice skills in a specialty clinic. 2. Use differential diagnoses to assist in the treatment of patients. 3. Explore and implement an expanded role for patient care in a specialty setting. 4. Integrate and translate new knowledge and skills for patient care in a specialty setting. 5. Integrate evidence-based practice, practice inquiry, leadership, and policy into practice. 6. Assimilate knowledge in an advanced specialty practice. 7. Collaborate with multi-disciplinary colleagues to improve patient outcomes. 	
	Old	New
Number/Title/Credit hours	NURS 934 Primary Care I Preceptorship 3 Credit Hours (1:5--225 Hours)	NURS 934 DNP Preceptorship III 3 Credit Hours (1:5--225 Hours) Title change only
Course Description (no change)	Develops competency in implementing the nurse practitioners role in health promotion, health protection, disease prevention, and treatment.	
Course Objectives (no change)	<ol style="list-style-type: none"> 1. Synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. 2. Demonstrate personal, collegial, and collaborative approaches to enhance delivery of patient care. 3. Applies skills of interpreting and individualizing therapies through the activities of advocacy, teaching, coaching and counseling to impart knowledge and related psychomotor skills to patients, families and communities. 4. Demonstrates a commitment to the implementation, preservation, and evolution of the family nurse practitioner role. 5. Managing and negotiating health care delivery systems to achieve improved health outcomes for patients, families and communities. 6. Employ the family nurse practitioner role in monitoring and delivering holistic quality care by participating in self, interdisciplinary peer, and systems review. 	

	Old	New
Number/Title/Credit hours	NURS 961 DNP Residency II 1 Credit Hours (1:5--75 Hours)	NURS 961 DNP Preceptorship IV 3 Credit Hours (1:5—225 Hours) Title and hours change only
Course Description (no change)	Students will implement advanced practice skills in health assessment, health promotion, pharmacology, diagnosis and treatment in a specialty setting. The clinical setting of choice is determined by the interests of the student. Clinical experiences may be performed in urgent care, family practice, or an area of specialty. Students will devise course goals with their instructor.	
Course Objectives (no change)	<ol style="list-style-type: none">1. Implement advance practice skills in a rural clinic.2. Use differential diagnoses to assist in the treatment of patients.3. Explore and implement an expanded role for patient care in a rural setting.4. Integrate and translate new knowledge and skills for patient care in a rural setting5. Integrate evidence-based practice, practice inquiry, leadership, and policy into practice.6. Assimilate knowledge in an advanced specialty practice.7. Collaborate with multi-disciplinary colleagues to improve patient outcomes.	
Courses below will be discontinued. Content is woven throughout other clinical courses.		
Number/Title/Credit hours	NURS 936 Primary Care for the Pediatric Population Preceptorship (2 credit hours) (1:5--150 clinical hours)	
Course Description	Preceptorship in primary health care of the child and adolescent. This course is a clinical practicum focusing on child and adolescent health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in a pediatric health care setting which provides the opportunity for health assessment of the child and adolescent and formulation of a comprehensive plan of care. The role of the nurse practitioner as a primary health care provider in a variety of pediatric settings is examined. Relevant resources and research related to the child and adolescent are explored with the application of findings to the care of clients.	
Course Objectives	<ol style="list-style-type: none">1. Demonstrate critical thinking and effective communication to assist children and their families in primary prevention to health promotion.2. Demonstrate knowledge of basic management of the pediatric patient with common acute minor illness and appropriate referral.3. Implement culturally sensitive care to the pediatric and adolescent patient and family.	
Number/Title/Credit hours	NURS 919 Primary Care for the Adult and Geriatric Populations Preceptorship 1 credit hour (1:5=75 hours)	
Course Description	Preceptorship in primary health care of the adult and geriatric patient. This course is a clinical practicum focusing on adult and geriatric health care with an emphasis on health promotion, management of common health problems, and client education. A	

	developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. Students participate in a clinical rotation in an adult health care setting which provides the opportunity for health assessment of the adult and geriatric patient and formulation of a comprehensive plan of care. The role of the nurse practitioner as a primary health care provider in a variety of adult and geriatric settings is examined. Relevant resources and research related to the adult and geriatric patient are explored with the application of findings to the care of clients.
Course Objectives	<ol style="list-style-type: none"> 1. Demonstrate critical thinking and effective communication to assist adult, elderly, and their families in primary prevention to health promotion. 2. Demonstrate knowledge of basic management of the adult and geriatric patient with common acute minor illness and appropriate referral. 3. Implement culturally sensitive care to the adult and geriatric patient and family. 4. Perform and accurately document appropriate comprehensive and symptom-focused physical examinations on adult and geriatric patient.
Number/Title/Credit hours	<p align="center">NURS 926 Diagnostics & Procedures Preceptorship</p> <p align="center">1 credit hour</p> <p align="center">(1:5—75 clock hours)</p>
Course Description	<p>This clinical course will assist the advanced practice nurse attain a level of proficiency in ordering, understanding and interpreting commonly used diagnostic studies and procedures specific to age, gender, and condition.</p> <p>Emphasis will be placed on performance of primary care procedures in laboratory and clinical settings.</p>
Course Objectives	<ol style="list-style-type: none"> 1. Analyze and synthesize collected data for patients of all ages with 2. respect for their spiritual and cultural beliefs. 3. Order, perform and interpret diagnostic tests and screening procedures specific to age, gender and condition, including but not limited to x-rays, ECG's, and laboratory studies. 4. Perform primary care procedures including, but not limited to laceration repair, minor lesion removal, splinting, microscopy, and pap smears. 5. Assess the dynamic interaction between acute and chronic illness in 6. patients of all ages. 7. Evaluate the effectiveness of advanced practice nurse interventions and diagnostic studies and revise plan to optimize patient outcomes.

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KSBN EDUCATION

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

Date: November 12th, 2021

Name of Program: NCK Tech Practical Nursing

Program Administrator
including credentials: Melissa Crump, MSN, RN, CNE

Parent Institution: North Central Kansas Technical College

Address of Institution: 3033 US Hwy 24

Beloit, KS 67420

Level of the Program
for which the change
is being requested Practical Nursing

Briefly describe the
change being requested: Revision to the practical nursing program to coordinate with the
simultaneous request to become a 1+1 program.

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.

Re: Major Curriculum Change Request- NCK Tech- Practical Nursing

Nursing faculty, nursing administration, and Academic Affairs Committee at NCK Tech have approved the proposed curriculum revisions.

Rationale for Change

This request to change the PN program is being submitted as a simultaneous request to transform to a 1+1 program. These course changes are aligned with the requirements of KBOR and already implemented on our Hays campus.

Our students and community have been requesting this change for a long time. Transforming from a stand along PN program to a 1+1 continues to offer students the ability to obtain their education to get licensed as an LPN as well as continuing for their ADN.

Resources for Change

There are no resource changes associated with this request.

November 12, 2021



Kansas State Board of Nursing
Education Board
900 SW Jackson Street
Suite 1051
Topeka, KS 66612

Please accept my letter of support for expanding the nursing program at North Central Kansas Technical College. Being both a former student and a current instructor, I can write from both perspectives.

Following my graduation from the Beloit Practical Nursing program years ago, I knew there was no choice but to complete my nursing program at NCK Tech. I appreciated the discipline, rigor, and structure enforced by the program, and I had no desire to lower my standards in the pursuit of my education. Additionally, the program and college exhibited a contagious dedication to their students' success. The Beloit campus only offered a Practical Nursing program, which meant I needed to move to Hays to complete my Associate's Degree before returning to Mitchell County. Expanding our current program to include an Associate's Degree option would prove to benefit graduates unable to or unwilling to relocate to further their education while attracting new students.

Now, more than a decade later, I can say that I am proud to be involved in ensuring the same standards and structure in nursing education, leading to exceptional nurses. The program we have created has set the bar high, and I am confident, given the opportunity, we can successfully implement an additional program allowing students to further their education and desire to become a registered nurse.

I greatly appreciate your consideration of our request and application for the 1+1 option, which will allow us to provide continuity in the education of our students.

Respectfully,

A handwritten signature in black ink that reads 'Samantha Miller'. The signature is fluid and cursive, with the first name 'Samantha' being more prominent than the last name 'Miller'.

Samantha Miller ADN, RN
NCK Tech Nursing Faculty
3303 US-24 Hwy
Beloit, KS 67420
785-738-9089

North Central Kansas Technical College

Beloit Campus	Hays Campus
P.O. Box 507 Beloit, Kansas 67420	2205 Wheatland Ave. Hays, Kansas 67601
1-800-658-4655 785-738-2276	1-888-567-4297 785-625-2437

ncktc.edu

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November 12, 2021

Kansas State Board of Nursing
Education Board
900 SW Jackson Street
Suite 1051
Topeka, KS 66612



Dear Nursing Education Board Members,

I am writing this letter to express my written support for the expansion of our nursing program at North Central Kansas Technical College-Beloit Campus. I am a current faculty member of our PN nursing program and I strongly support the addition of a second year ADN program. I have great confidence that this change and addition will benefit not only our current and future students by allowing them to further their education but also potential healthcare organizations who are facing nursing shortages. After talking with various different hospitals, nursing homes, and other healthcare facilities who employ nursing personnel they have expressed a great need for additional nurses, especially registered nurses. With the addition of a 1+1 program at our campus we feel we can help close some of the staffing needs across the state of Kansas and provide essential workers to patients and residents in need of quality healthcare.

In addition, we have had multiple students from current and former classes that have expressed a desire to continue their educational endeavors at our campus. Our students feel a strong desire to advance their credentials as a registered nurse but some are faced with the challenge of attending a nursing program that is farther from their home. Others state that they would love to continue their education at our campus due to our reputation, the quality education they have received, and our highly successful pass rates. Our college and department feel that we have the capability to assist these students and so many others with achieving their career goals and giving them continuity with their education. By offering an educational pathway that includes the option to attain a Practical Nursing certificate and/or an Associate's Degree in Nursing, we would be able to give our students the choice to attend a college they love and pursue their goals closer to home.

I want to thank you all for taking the time to consider our request and application to submit a change to our nursing program to allow for a 1+1 option. With your assistance, we feel confident we can maintain our current high standards and provide a quality education to so many wishing to fulfill their dreams.

Sincerely,

Sara Arnold, BSN, RN
NCK Technical College- Nursing Faculty
3033 US-24 Hwy
Beloit, KS 67420
785-738-9027

North Central Kansas Technical College

Beloit Campus	Hays Campus
P.O. Box 507 Beloit, Kansas 67420	2205 Wheeland Ave. Hays, Kansas 67601
1-800-658-4655 785-738-2276	1-888-567-4297 785-625-2437

ncktc.edu

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Curriculum Table

Pre-requisite Courses				Pre-requisite Courses			
Course		Credit Hours		Course		Credit Hours	
Anatomy & Physiology with Lab		5		Anatomy & Physiology with Lab		5	
Principles of Nutrition		3		Principles of Nutrition		3	
General Psychology		3		General Psychology		3	
Human Growth and Development		3		Human Growth and Development		3	
				Intermediate Math OR College Algebra		3	
Total Pre-requisite Hours		14		Total Pre-requisite Hours		17	
Current Courses				Requested Changes			
1 st Semester		Credit Hours	Clock Hours	1 st Semester		Credit Hours	Clock Hours
KSPN 100	Foundations of Nursing	4	60	NUR 101	Foundations of Nursing	3	45
KSPN 115	Foundations of Nursing Clinical	2	90	NUR 102	Foundations of Nursing Lab	1	45
KPSN 102	Nursing Care of Adults I	5	75	NUR 104	Medical/ Surgical Nursing Across the Life Span I	4	60
KSPN 110	Nursing care of Adults I Clinical	3	135	NUR 106	Medical/ Surgical Nursing Across the Life Span I Clinical	2	90
KSPN 103	Fundamentals of Pharmacology and Safe Medication Administration	2	30	NUR 107	Basic Pharmacology	1	15
PN 102	Strategies for Success	1	15	NUR 108	Math Calculations	1	15
SS 102	Tech Connect	0					
Total Semester Hours		17	405	Total Semester Hours		12	270
2 nd Semester		Credit Hours	Clock Hours	2 nd Semester		Credit Hours	Clock Hours
KSPN 104	Nursing Care of Adults II	5	75	NUR 110	Medical/ Surgical Nursing Across the Life Span II	4	60
KSPN 111	Nursing Care of Adults II Clinical	3	135	NUR 111	Medical/ Surgical Nursing Across the Life Span II Clinical	4	180
KSPN 108	Maternal Child Nursing	2	30	NUR 112	Maternal Child Nursing	1	15
KSPN 118	Maternal Child Nursing Clinical	1	45	NUR 113	Gerontology Nursing	1	15
KSPN 114	Care of Aging Adults	2	30	NUR 114	Mental Health Nursing	1	15
KSPN 120	Mental Health Nursing	2	30	NUR 115	Socialization into Practical Nursing	1	15
KSPN 113	Leadership, Roles, and Issues	1	15				
PN 109	Pharmacology for the PN	1	15				
Total Semester Hours		17	375	Total Semester Hours		12	300

North Central Kansas Technical College

NUR-101 Foundations of Nursing

Course Outcome Summary

Course Information

Description This course introduces the learner to applications of critical thinking and the nursing process to provide care to clients in a variety of health care settings. Emphasis is on holistic health care across the health-illness continuum. This course introduces learners to the clinical skills essential for the nursing role of care provider including safe and effective clinical environment, skill preparation, implementation and evaluation. Beginning health assessment concepts are introduced. The course emphasizes use of caring behaviors, critical thinking, and communication while completing nursing skills.

**Total
Credits** 3

Course Competencies

1. Explain the scope of practice for the practical nurse.
2. Relate how a culture of caring contributes to holistic, compassionate, culturally competent care
3. Apply basic therapeutic communication techniques.
4. Apply assessments, interventions, and progress toward client outcomes.
5. Explain the scope of practice for the practical nurse.
6. Summarize how information management principles, techniques, and systems, and patient care technology are used in the healthcare setting.
7. Explain how quality measures are used on the care unit to improve patient care.
8. Identify the standards of nursing care related to biological, cultural, spiritual and psychosocial needs to clients throughout the lifespan.
9. Differentiate among palliative, restorative and rehabilitative care.
10. Identify the standards of nursing care related to biological, cultural, spiritual and psychosocial needs to clients throughout the lifespan.
11. Explain the role of leadership in a variety of healthcare settings for diverse patient populations.
12. Identify the LPN's role in quality improvement.

NUR-102 Foundations of Nursing Lab

Course Outcome Summary

Course Information

Description Nursing skills will be taught and practiced in the campus laboratory. Learners will be expected to know selected nursing procedures, and will be responsible for return demonstration and check-off of selected nursing procedures.

**Total
Credits** 1

Course Competencies

1. Utilize critical thinking and the nursing process in a systematic problem-solving approach to care of a selected "client".
2. Demonstrate a culture of caring when providing holistic, compassionate, culturally-competent care to stable patients.
3. Demonstrate the principles of therapeutic communication that facilitate interactions with "clients" and health care team members.
4. Use inter and intra professional communication and collaboration skills to deliver safe evidence-based patient-centered care.
5. Demonstrate the role of the practical nurse in the delivery of care to a selected "client".
6. Discuss ethical and legal standards utilized by the nursing profession.
7. Explain how quality measures are used on the care unit to improve patient care.
8. Demonstrate proper documentation of care provided to the "client".
9. Demonstrate competence in the performance of selected nursing skills (mobility, vital signs, Medical and surgical asepsis, sterile and isolation procedures, gastrointestinal, wound care, catheter, respiratory, medication administration and assessment).
10. Demonstrate basic information to a "client".
11. Demonstrate performance in lab check-offs.

NUR-104 Medical/Surgical Nursing Across the Life Span I

Course Outcome Summary

Course Information

Description	This course introduces the learner to the health/illness concept that becomes the focus of clinical study in subsequent courses. Emphasis is placed on holistic health care across the health-illness continuum.
Total Credits	4

Course Competencies

1. Identify the standards of care related to comfort of clients throughout the lifespan.
2. Demonstrate a culture of caring when providing holistic, compassionate, culturally-competent care to stable patients experiencing medical/surgical interventions.
3. Communicate effectively with the client and members of the healthcare team to ensure client safety and clinical care.
4. Use inter and intra professional communication and collaboration skills to deliver safe evidence-based patient-centered care.
5. Explore legal issues pertaining to disruptions in family relationships.
6. Use patient care technologies, information systems/technologies and communication devices to support safe nursing practice on the medical/surgical unit.
7. Relate quality measures to improve patient care.
8. Apply the components of the nursing process to the administration of analgesic, reproductive, immunological, antimicrobial/integumentary, and gastrointestinal medications.
9. Identify normal reproductive patterns.
10. Explore the standards of nursing care for a client with common alterations of the immune and integumentary system.
11. Explore the standards of nursing care for a client with common alterations during the perioperative period.
12. Explore the standards of nursing care for a client with common alterations of fluid volume management.
13. Identify the standards of nursing care related to oxygenation, activity and exercise, and elimination needs of clients throughout the lifespan.
14. Identify measures related to patient safety and quality improvement within the context of the inter-professional team related to medication administration.

North Central Kansas Technical College

NUR-106 Medical/Surgical Nursing Across the Life Span I Clinical

Course Outcome Summary

Course Information

Description	Learners will be provided experiences in a long-term facility. Development of the plan of care and nursing care plans with clinical practice introduces the nursing process, caring behaviors, and basic human needs.
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Total Credits	2
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Course Competencies

1. Adapt patient care as needed based on the patient's age, culture, and developmental state. (Patient-Centered Care)
2. Communicate effectively with the patient and members of the healthcare team to ensure patient safety and quality care. (Teamwork & Collaboration)
3. Utilize the nursing process and critical thinking to make clinical decisions in collaboration with patients with common health problems to meet basic illness and wellness needs. (Evidence-Based Practice)
4. Assess healthcare setting to determine existing quality improvement systems. (Quality Improvement)
5. Prioritize, organize, and deliver optimal safe and high quality patient centered care for one or two patients in a general medical surgical health care setting. (Safety)
6. Document care appropriately and accurately using the electronic patient record and/or other medical record format. (Informatics)
7. Apply legal, ethical and professional standards in clinical nursing practice. (Professionalism)

North Central Kansas Technical College

NUR-107 Basic Pharmacology

Course Outcome Summary

Course Information

Description This course introduces the basic concepts of pharmacology related to the actions, therapeutic and adverse effects, interactions of drugs, drug classifications, and the basic pharmacology of commonly used medications. Learners will apply critical thinking skills to the calculation and administration of medications by oral and parenteral (including intravenous) routes of administration. Emphasis is placed on nursing consideration and client education. Learners will apply knowledge gained in selected clinical settings in caring for clients across the life span in subsequent courses.

**Total
Credits** 1

Course Competencies

1. Identify basic pharmacologic terms, abbreviations and symbols related to medication management.
2. Demonstrate culture of caring when providing holistic, compassionate, culturally-competent pharmacological care to stable patients.
3. Discuss the need of effective communication in improving patient care outcomes and creating a safe care environment in the administration of medications.
4. Explain the collaborative role of the LPN to improve patient outcomes related to medication administration.
5. Examine federal laws and regulations as they relate to use of medication in clinical practice.
6. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Apply quality and patient safety initiatives when planning and implementing medication administration.
8. Explain pharmacodynamics and pharmacokinetic principles of medications.
9. Identify safe medication administration.
10. Plan nursing care for patient for quality patient outcomes related to the administration of medications including the use of technology and resources.

North Central Kansas Technical College

NUR-108 Math Calculations

Course Outcome Summary

Course Information

Description Concepts and techniques of dosage calculation are reviewed. Basic math concepts to complex conversion of dosages between and among various systems of weights and volumes will be reviewed.

**Total
Credits** 1

Course Competencies

1. Convert among various unit systems.
2. Demonstrate proficiency of dosage calculations.
3. Use medical terminology.

North Central Kansas Technical College

NUR-110 Medical/Surgical Nursing Across the Life Span II

Course Outcome Summary

Course Information

Description This course introduces the learner to applications of critical thinking and the nursing process to provide care to client's in a variety of health care settings. Nursing concepts related to health/illness concept guide the learner in assisting the individual in achieving optimal functioning. Knowledge from fundamental nursing, the sciences, pharmacology, and nutrition along with the continued integration of cultural concepts provides foundations for nursing care planning for medical and surgical clients.

Total Credits 4

Course Competencies

1. Apply the components of the nursing process to the administration of respiratory, cardiovascular, hematologic, immunological, musculoskeletal, gastrointestinal, endocrine, renal, central nervous system, autonomic, and analgesic medications.
2. Demonstrate a culture of care which characterizes concern and consideration for the whole person and involves client advocacy.
3. Communicate effectively with the client and members of the healthcare team to ensure client safety and clinical care.
4. Use inter and intra professional communication and collaborative skills to deliver safe evidence based patient-centered care.
5. Practice within the ethical, legal and regulatory frameworks of nursing when caring for stable patients experiencing medical/surgical interventions.
6. Describe the nurse's role as a patient advocate on the medical/surgical unit.
7. Describe nursing care based on principles of evidence-based practice that contributes to safe and high quality patient outcomes for stable patients experiencing medical/surgical interventions.
8. Explore the standards of nursing care for a client with common alterations of the respiratory, cardiovascular, hematological and lymphatic, musculoskeletal, gastrointestinal, endocrine, renal, neurological, sensory, and sexual reproductive system.
9. Implement the standards of nursing care for a client with common alterations of the respiratory, cardiovascular, hematological and lymphatic, musculoskeletal, gastrointestinal, endocrine, renal, neurological, sensory, and the sexual reproductive system.

NUR-111 Medical/Surgical Nursing Across the Life Span II Clinical

Course Outcome Summary

Course Information

Description This course offers the practicum to apply the related nursing theory in a variety of health care settings. This will enable the student to become more proficient in using the nursing process and performing nursing skills when providing care to individuals with common health problems along the health illness continuum. Clinical learning assignments are designed to utilize the nursing process, caring behaviors, communication, computer literacy, and critical thinking skills. The learner will have the opportunity to be a provider of care to one or two clients.

**Total
Credits** 4

Course Competencies

1. Adapt patient care as needed based on the patient's age, culture, and developmental state (Patient-Centered Care)
2. Demonstrate a culture of caring when providing holistic, compassionate, culturally-competent care to patients in the medical/surgical setting. (Patient-Centered Care.)
3. Communicate effectively with the patient and members of the healthcare team to ensure patient safety and quality care. (Teamwork & Collaboration)
4. Contribute to collaborative relationships with members of the inter-professional health care team in the medical/surgical setting. (Teamwork & Collaboration)
5. Apply legal, ethical and professional standards in clinical nursing practice. (Professionalism)
6. Document care appropriately and accurately using the electronic patient record and/or other medical record format. (Informatics)
7. Assess healthcare setting to determine existing quality improvement systems. (Quality Improvement)
8. Utilize the nursing process and critical thinking to make clinical decisions in collaboration with patients with common health problems to meet basic illness and wellness needs. (Evidence-Based Practice)
9. Prioritize, organize, and deliver optimal safe and high quality patient-centered care for one or two patients in a general medical/surgical health care setting. (Safety)
10. Develop strategies, using common quality measures, to implement continuous quality improvement in a variety of healthcare settings. (Quality Improvement)

North Central Kansas Technical College

NUR-112 Maternal Child Nursing

Course Outcome Summary

Course Information

Description	This course focuses on pre- and post-natal maternal nursing care, as well as, the care of children from infancy to adolescence. Emphasis is given to normal reproduction and frequently occurring biological, cultural, spiritual and psychosocial needs of the child-bearing and child-rearing family.
Total Credits	1

Course Competencies

1. Apply the standards of nursing care to the maternal client with reproductive needs.
2. Apply the standards of nursing care to the healthy pregnant female.
3. Apply the standards of nursing care to women during uncomplicated labor and delivery.
4. Apply the standards of nursing care to postpartum clients.
5. Apply the standards of nursing care to the healthy newborn.
6. Apply the standards of nursing care for the developing child.
7. Apply the standards of nursing care for the child in a healthcare setting.
8. Apply the standards of nursing care for the child with common alterations in health.
9. Apply the components of the nursing process to the administration of reproductive system medications.
10. Demonstrate a culture of care which characterizes concern and consideration for the whole person and involves client advocacy.
11. Communicate effectively with the client and members of the healthcare team to ensure client safety and clinical care.
12. Discuss how to practice within the ethical, legal and regulatory frameworks of nursing practice when caring for childbearing families and children.

North Central Kansas Technical College

NUR-113 Gerontology Nursing

Course Outcome Summary

Course Information

Description This course is designed to explore issues related to the aging adult using the nursing process and the health/illness concept as the organizing framework. In addition, the impact of ageism and the role of the practical nurse in caring for older adult clients is discussed.

Total Credits 1

Course Competencies

1. Explore the standards of nursing care for an older adult with common alterations of the respiratory, cardiovascular, musculoskeletal, gastrointestinal, endocrine, renal, neurological, sensory, and the sexual reproductive system.
2. Implement the standards of nursing care for an older adult with common alterations of the respiratory, cardiovascular, musculoskeletal, gastrointestinal, endocrine, renal, neurological, sensory, and the sexual reproductive system.
3. Demonstrate a culture of care which characterizes concern and consideration for the whole person and involves client advocacy.
4. Communicate effectively with the client and members of the healthcare team to ensure client safety and clinical care.
5. Discuss how to practice within the ethical, legal, and regulatory frameworks of nursing practice when caring for older adults.

North Central Kansas Technical College

NUR-114 Mental Health Nursing

Course Outcome Summary

Course Information

Description This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the mental health client.

**Total
Credits** 1

Course Competencies

1. Explore the concepts of mental health, wellness and illness.
2. Explore nursing care for clients with common mental health needs.
3. Explore nursing care for clients with behavior management needs.
4. Identify nursing care for clients experiencing abuse, neglect, or chemical dependency.
5. Investigate therapeutic modalities.
6. Explore nursing care for clients experiencing with end of life, grief, and loss issues.
7. Demonstrate a culture of care which characterizes concern and consideration for the whole person and involves client advocacy.
8. Adapt therapeutic communication to the mental health client.
9. Identify nursing care for clients experiencing abuse, neglect, or chemical dependency.

North Central Kansas Technical College

NUR-115 Socialization into Practical Nursing

Course Outcome Summary

Course Information

Description This course introduces the learner to roles and responsibilities of the graduate practical nurse as defined by established standards, including the Kansas Nurse Practice Act. Emphasis is placed on accountability and perspectives in health care. Career and job readiness skills are developed.

Total 1
Credits

Course Competencies

1. Plan, implement, and evaluate evidence-based care.
2. Promote factors that create a culture of safety.
3. Demonstrate a culture of care which characterizes concern and consideration for the whole person and involves client advocacy.
4. Communicate effectively with the client and members of the healthcare team to ensure client safety and clinical care.
5. Implement conflict resolution principles as needed.
6. Examine the professional responsibilities of an LPN.
7. Examine the legal aspects of being an LPN.
8. Complete a job resume.
9. Complete a mock job interview.
10. Examine the leadership and management responsibilities of the LPN.

Method of Evaluation/Grades for the Program:

1. Methods used will be written examinations, quizzes, written clinical assignments based on theory objectives.
 2. The theory portion must be completed with a overall 80% accuracy as measured on the methods listed above.
 3. Evaluation of clinical performance is based on laboratory/clinical objectives.
 4. Faculty expectations of the laboratory component would involve active participation and safe demonstration of clinical nursing skills. The student is responsible for missed lab content.
Unsatisfactory performance results in inability to progress on in the program. While in the lab setting, there will be competency and journal points awarded daily.
 5. Successful completion of the clinical portion entails achieving an 80% competency on written clinical paperwork and a satisfactory clinical performance. Clinical evaluations will be ongoing during the clinical component. Clinical performance is either satisfactory or unsatisfactory in that the student either performs at the level specified in the clinical competency or does not. Any risk to safety and well-being of the clients assigned will result in recommendation for termination from the program. Students are expected to be active participants in the clinical setting. Missed clinical assignments will result in a zero. .
 6. Tests will be taken on the day they are scheduled. If an exam is taken later than the scheduled time, the student will not be eligible for any extra credit, bonus points, or use of resource materials. If the test is not made up on the next available day then there will be a 10% reduction for the first day, 20% reduction for the second day, and a 50% reduction on the third day that the test has not been taken.
 7. The grading scale is:
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 59% - Below
No rounding up of percentages
1. Individual student conferences will be held at the end of the clinical rotation. Conferences will also be held at other times at the student's request or at the instructor's discretion. If the student does not attend a clinical final conference, the clinical grade will be recorded as incomplete until the conference is held.
 2. A satisfactory clinical evaluation is required to successfully complete the course and to progress to the next course along with passing the theory objectives. Both must be an 80% or above.
 3. Students are expected to demonstrate evidence of having read assigned readings prior to class discussion.
 4. Students are expected to show evidence of preparation for each clinical experience.
 5. Individual student conferences will be held for any student who is not meeting the course objectives.
 6. For the Proctored ATI Assessment Tests, achieving a Level 3 = 3 EC points; a Level 2 = 2 EC points; Level 1 and Below = 0 EC points. For the Proctored ATI Critical Thinking Entrance and Exit Assessment Tests, achieving an 80% or greater = 3 EC points, 70% - 79% = 2 EC points, below 70% = 0 EC points. The extra credit points will be awarded for the course in session at the time the Proctored ATI Assessment Tests results are received. If the student is late in taking a proctored ATI Assessment exam then 0 EC points will be awarded regardless of the level achieved. There will be at least a 24 hour lock out between repeat non-proctored assessment tests.
 7. Students will be responsible for reviewing anatomy and physiology content prior to the start of each body system.

2022 Nursing & MHT Program Site Visits

Spring 2022	School	Level	Visitors	Comments	Checked
Feb. 8, 2022	WSU satellite campus at KSU	BSN	Janelle Martin Christina Rudacille	Prior to admission of students	X
Feb. 22-24, 2022	Barton CC	ADN PN	Janelle Martin Patsy Zeller	w/ ACEN	
March 8-10, 2022	Rasmussen University	ADN	Janelle Martin D. Bohnenblust	w/ ACEN	X
April 6-8, 2022	MNU	BSN	Janelle Martin Amy Hite	w/ CCNE	X
April	Highland CC	PN	Janelle Martin Michelle Birdashaw		
June	OSH	MHT	Janelle Martin Carol Moreland?	Reapproval – 2 campuses	
Fall 2022	School	Level	Visitors	Comments	
Aug-Sept	Coffeyville CC	ADN & PN	Janelle Martin Christina Rudacille	Reapproval	
Aug-Sept.	Donnelly College	ADN	Janelle Martin D. Bohnenblust	f/u after 1 st grad	
October	Univ of Kansas	BSN, DNP	Janelle Martin Amy Hite	w/accreditation	X
October 5-7	MATC	ADN	Janelle Martin Rebecca Sander	w/ ACEN	X
Oct. 12-14	Wichita State University	BSN, DNP	Janelle Martin M. Birdashaw	w/ CCNE	

Petition for Permission to Test/Retest NCLEX Summary
8/31/2021 to 11/16/2021

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Hidy Gad	RN	No	Jul-17	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(es) to review all unsuccessful areas	9/20/2021
Jara Shoemaker	PN	No	May-17	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(es) to review all unsuccessful areas	10/25/2021
Royelle Villena	RN	No	Jul-19	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	11/1/2021
Cheyenne Trout	RN	Yes	Dec-16	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(es) to review all unsuccessful areas	11/5/2021
Jordan Siek	RN	No	May-18	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(es) to review all unsuccessful areas	11/10/2021

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Taylor Abel	PN	No	May-19	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	11/12/2021
Audrey Shipman	RN	Yes	Dec-16	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(es) to review all unsuccessful areas	11/16/2021
Tiffany Barbosa	RN	No	Dec-18	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	11/16/2021