

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

**Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
June 13, 2023**

NOTE: The audience may attend in person or via Zoom. Link to access meeting to follow agenda.

Time: 8:30 a.m. – 12:00 p.m.

Committee Members: Julianna Rieschick, RN, MSN, NEA-BC, Chair
Rebecca Sander, MSN, RN, V-Chair
Andrea Watson, RN, BSN, OCN, CCRP
Dee Bohnenblust, EdD, MSN, APRN, RN, CNE
Amy Hite, EdD(c), DNP, EdS, APRN, FNP-BC
Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN
Patty Palmietto, DNP, MSN, RN

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

- I. Call to Order
- II. Review of On-Site Packet
- III. Additions/Revisions to the Agenda
- IV. Announcements
- V. Approval of Minutes – March 21, 2023
- VI. Nursing Education Compliance Officer Report

Executive Session for Education Committee members if needed

- VII. Site Visit Reports
 - A. Neosho Community College - PN reapproval
 - B. CAMBER/KVC – LMHT _initial visit
 - C. Butler Community College – PN reapproval
 - D. Kansas Wesleyan University – BSN reapproval
- VIII. New Business
 - A. Major Curriculum Change Requests
 - a. Fort Hays State University – BSN 1
 - b. Barton Community College - ADN

- c. Baker University – BSN
- d. University of St Mary – BSN
- e. University of St. Mary – Graduate
- f. KCKCC – ADN and PN
- g. Washburn University – Graduate
- h. KCPNE – PN Core curriculum
- i. University of Kansas - DNAP program
- j. Colby Community College - ADN
- k. Fort Hays State University – BSN 2
- l. Newman University - BSN

B. Nursing Scholarship – timeline revision

C. LMHT Draft Regulations

D. Discussion – FQR process for Hire Exceptions [see KAR 60-2-103 (c)(2)]

E. Discussion – faculty w/ unlicensed practice

IX. Unfinished Business

A. Follow-up – Board letters RE: pass rates

B. Refresher Course requirements

C. Site Visit Guidelines

D. IEN Credentialing Verification – add additional source

E. 2023-24 Nursing & MHT Program Site Visit Schedule

F. 5-Year Legislative Review

a. K.S.A. 65-1119 – Nursing school accreditation

b. K.S.A. 65-1133 – Training programs

X. Petitions

A. Petition for Permission to Test/Retest Summary 2/18/2023 – 5/19/2023

XI. Agenda for September 2023

A. Education Annual Reports

B. NCSBN Annual Report – Core Data

XII. Adjourn

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

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/88604211516?pwd=ZXBVakh0R3hKT0tqckd6WjVQak5VZz09>

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+1 309 205 3325 US

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+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

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Education Report

June 2023

Janelle B. Martin, MHSA, RN / Education Compliance Officer

Nursing Program Updates:

- **Rasmussen University, Topeka campus**, has moved the ADN and BSN programs to their new location in Topeka at: 3722 SW Burlingame Road, Topeka, KS, 66609. Rasmussen also announced that effective May 1, 2023, Karin Polifko, PhD, RN, CNE, NEA-BC will be the new VP of Nursing and Associate Provost for Rasmussen University-wide.
- **Salina Area Technical College** announced that effective May 9, 2023, Naomi Tatro, MSN, RN would be the new Director of Nursing and Allied Health. SATC has both PN and ADN level programs.
- **Johnson County Community College, ADN program** – long time nursing program director, Karen LaMartina, PhD, RN will be retiring June 30th, 2023. Effective July 1, 2023, Dr. Lori Shank will be taking over as the full-time nursing program director for the ADN nursing program.
- **University of Saint Mary** notified KSBK that effective May 4, 2023, Dr. Karen Kidder assumed the duties of Chair, Division of Nursing. She will serve as Interim Chair and BSN program director until a search is completed for a new permanent Division Chair.
- **Newman University, Nurse Anesthesia program** – effective May 15, 2023, the DNAP program at Newman has a new Director, Kimyatta Brent, DNAP, CRNA and a new Assistant Director, Peter Strube, DNAP, CRNA. Current Director and AD are returning to full-time anesthesia practice.

Site Visits: Three site visits were completed March -April 2023. One was an initial visit for a new LMHT program and two were reapproval visits. All site visits were done in person. Visits completed were:

- CAMBER Children's Mental Health (Hays) – initial visit for proposed LMHT program
- Butler Community College (El Dorado) – reapproval visit for PN program
- Kansas Wesleyan University (Salina) – reapproval visit for BSN program (in conjunction with CCNE visit)

Education Activities / Projects

- Assisted in ensuring applicants meet educational requirements for licensure:
 - Reviewed 14 transcripts from out of state schools / military programs
 - Reviewed **36 CGFNS** reports with 1 requiring English Language Proficiency testing prior to approval of licensure:
 - Kenya – 18
 - Philippines – 10
 - Canada - 3
 - 1 each from Ghana, Israel, Nigeria, Puerto Rico, South Africa
- **FQRs** – Faculty Qualification Reports - all-electronic process via website since June 30, 2020.
 - FQR activity this quarter:
 - 60 FQRs submitted this quarter (23 from BSN programs, 28 ADN, 8 PN, 1 APRN)
 - 26 were Initial requests
 - 34 were updates to previous FQRs
 - Majority were for Adjunct positions (34)
 - 5 submitted with Degree plans
 - 18 submitted with Hire Exceptions
 - 5 updated FQRs submitted for completion of Degree plans
 - 2 submitted FQRs were incomplete – both due to transcript issues – missing, not official copies, wrong transcript
- **Minor Curriculum changes** – five schools submitted requests for minor curriculum changes. All requests were reviewed and approved.
 - *Neosho Community College* – ADN program
 - *Emporia State* – BSN program – two requests
 - *KU SON* – BSN program
 - *Washburn University* – Grad program
- **Petitions:**
 - Currently have 20 active petitioners with five being repeat petitioners. One completed petitioner still in the process of completing testing.
 - One (1) petitioner completed the conditions of their petition this quarter and made eligible to test. Completer tested and failed exam.
 - Four petitions expired without being completed. Three are past the five-year mark and will have to retake nursing courses to retest.
 - Completed five KORA requests this quarter for NCLEX Candidate Performance Reports for potential petitioners

- **Petition Stats: MAR 2017 – MAR 2023**
 - 177 petitions:
 - 19 are currently in process (11.2%)
 - 76 expired without completing (44.4%)
 - 76 completed (44.4%)
 - 39 tested – failed (51%)
 - 32 tested – passed- licensed (42%)
 - 4 completed and never tested (5%)
 - 2 completed and tested – never licensed in KS (2%)
 - 1 completed (1/23) and waiting to test
- **Inquiries regarding Kansas regulations for nursing programs:** Responded to several requests from higher education entities or potential students regarding Kansas approval for out of state or online 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. A new data and information sheet for APRN education programs was placed on the website to help answer these types of questions.
- **KSBN/NCSBN Core Data Survey and Education Annual Report.**
 - Link for the 2023 Education Annual report survey was sent to program administrators on April 19, 2023. Link will stay “live” until June 30, 2023 at midnight.
 - Notification will be sent to all programs at the midway point to remind them of the deadline. The June 30 due date is in regulation.
 - Orientation video and written instructions are on the KSBN website under the Education tab. No formal orientation sessions were held this year.
- **Other Activities:**
 - Reviewing and revising the KSBN site visit guidelines and drafting a new template for self-studies done by nursing programs prior to onsite visit
 - Researching reinstatement regulations and processes from other states to see how others are working to get nurses with inactive licenses back in the work force. Also looking at regulations and guidelines for NCLEX testing for initial licensing. Research to be presented to the Education Committee for discussion.
 - Working on a more formal complaint process regarding nursing programs. There has been an increased incidence of complaints being reported to KSBN on Kansas nursing programs. Have drafted complaint forms, instruction sheet and currently working on an FAQ document to go with the process.
 - Enrolled in ICRS course on Questionnaire Design April - June

- April – participated in Kansas Active Shooter training with KDHE employees (out on site visit during session for KSBN
- May – participated in NRB Review of the NCLEX exam with other board members and staff. Review was done on the new Next Generation NCLEX.

Reminders:

- *NextGen NCLEX* began on April 1, 2023 for both PN and RN applicants. NCSBN has created a website specifically for NCLEX NextGen information and resources:
<https://www.nclex.com/next-generation-nclex.page>. Resources are available that could be useful for faculty as well as students.
- The *2023 Clinical Teaching Institute and Kansas Nurse Educator Conference* will be held July 19-21, 2023, at Newman University in Wichita, KS. Registration is open at:
https://www.eeds.com/portal_live_events.aspx?ConferenceID=272136.
- *NCSBN 2023 (Virtual) NCLEX Conference* is open for registration at:
<https://www.ncsbn.org/events/2023-nclex-conference>. The conference is being held September 21, 2023 and will be held virtually.

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

Program: Neosho County Community College – PN level of Bilevel ADN program **Date(s):** Feb. 28-Mar. 1, 2023

Last KSBN Visit: February 2018 **Accrediting Agency& Date of Last Visit:** KSBN approved only

Visitors: Patty Palmietto DNP(c), MSN, RN – KSBN Education Committee member; Janelle B. Martin MHSA, RN –
KSBN Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		Neosho Co Community College 800 West 14 th Street Chanute, KS 66720-2699 Satellite: 900 East Logan Street Ottawa, KS 66067-2056 NCCC is accredited by HLC
	Names of primary administrative officials	Self-Study	X		Dr. Brian Inbody Ed.D. – President Dr. Sarah Robb Ed.D. – VP for Student Learning Kerry Ranabarger, MS, BS – VP Ops Sandi Solander MS, BS, CPA – CFO
	Organizational chart for the institution	Self-Study	X		VRR (electronic resources) Chart reviewed
	Current contact information	Self-Study	X		SSR, pg. 4 Pam Covault, RN, MSN, CNE DON, NCCC 900 East Logan Ottawa, KS 66067 785/248-2807 pcovault@neosho.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed, no significant findings

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Copy of school's current catalog	Self-Study	X		Included on flash drive and with VRR Catalog is available online at http://catalog.neosho.edu/
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		Chart reviewed – Mary Grimes School of Nursing at NCCC (MGSON) SSR pg. 3-4 DON and ADON have direct line to college admin through VP Student Learning. They meet formally w/ VPSL biweekly and then also bi-monthly as part of the Student Learning Division Committee. DON oversees all of the nursing program but as day to day operations of the Ottawa campus and Online students w/ the assistance of a Nursing Site Coordinator. ADON manages day to day ops of the Chanute campus. MGSON est. March 1982 as a Bi-level ADN program. The ADN program is accredited by ACEN (PN level is not independently accredited at this time.)
	Number of faculty	Self-Study	X		SSR pg. 6 12 Full-time faculty (one FT faculty serves as the Nursing Site Coordinator for Ottawa 5* Adjunct faculty (one adjunct teaches a clinical group for each campus)
	Number of non-teaching staff	Self-Study	X		SSR pg. 6 2 FT Administrators (DON & ADON) Student Success Specialist (serves both campuses) 2 Nursing Admin Assistants – 1 at each campus
	Number of students admitted per year	Self-Study	X		SSR pg. 6 <u>Chanute</u> – approved to admit 48 students each Fall; currently have 7 students enrolled* <u>Ottawa</u> – approved to admit 48 students each January; currently have 34 students enrolled *number of qualified applicants has declined in last few years

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator and Faculty 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SSR pg. 7 Pamela Covault MS, RN, CNE
	Qualifications	Self-Study	X		SSR pg. 7 MS in Nursing from KU with emphasis on nursing care of the adult and nursing education
	Teaching load	Self-study	X		SSR pg. 7 No assigned teaching load
	Responsibilities	Self-Study	X		SSR – VRR, section II – DON job description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		VRR - NFHB
	Faculty job description	Self-Study	X		VRR-NFHB, Virtual file resources
	Faculty selection process	Self-Study	X		SSR Pg. 14 Committee and interview process for hiring.
	Faculty orientation plan	Self-Study VRR	X		NFHB
	Faculty handbook	On-site VRR	X		Reviewed
	General faculty meeting minutes for last 3 years	On-site VRR	X		Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SSR: Table pg. 18-22
	FT or PT (use FTE)	Self-Study	X		SSR: See table
	Academic Credentials	Self-Study	X		SSR: See table
	Institution granting degree	Self-Study	X		SSR: See table
	Area of clinical expertise	Self-Study	X		SSR: See table
	Area(s) of assignment	Self-Study	X		SSR: See table
	Licensure	Self-Study	X		SSR: See table
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		SSR: See table. Degree plans for 2 FT faculty noted on table.
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		SSR-There are no faculty hire exceptions at this time.
	Faculty file review	On-site	X		Faculty files had all KSBN required information.
Preceptors	Regulations do not allow for preceptors at the PN level	Self-study	X		No preceptors are used for PN level

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		Chanute – Fall start – grad May Ottawa – January start – grad Dec.
	Degree plan for each degree being granted	Self-Study	X		BiLevel ADN program: Level 1 – PN certificate – 39 cr hrs Level II – Assoc Degree Nrsng – 25 cr hrs Total program – AAS degree – 64 ch
	Oral and written English proficiency	Self-Study	X		SHB pg. 47 and SSR page 28
	Readmission	Self-Study	X		SHB pg 93
	Progression	Self-Study	X		SHB pg 93
	Counseling & guidance	Self-Study	X		SSR pg 29
	Student role versus employee role	Self-Study	X		SHB pg 96
	Representation on faculty governance	Self-Study	X		SSR pg. 26: <u>Nursing Organizations Representation Policy</u> 1 student rep and 1 alternate from each class
	Graduation	Self-Study	X		SHB pg 55-57
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SSR pg 30
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SSR Pg 31
	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		SHB pg 71
Student support services	Student Handbook	On-site	X		Virtual file and emailed electronic. Reviewed
	Description of student safety measures	Self-Study	X		Safety info on website: https://www.neosho.edu/Prospective-Students/Safety-and-Security SSR pg. 26

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments																											
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SSR pg. 26-27 No student health services available onsite. A list of local providers is available to the students on the nursing webpage																											
Student records	Review student files	On-site	X		Student records had no significant findings																											
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		Student work reviewed. Work submitted was based on course objectives.																											
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		Human A&P w/ lab – 5 ch Gen Psych – 3 ch English Comp I – 3 ch Developmental Psych – 3 ch																											
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study VRR	X		SSR: pg. 39-45 Concept-based curriculum Course descriptions/syllabi																											
	Credit hours for each non-nursing course		X		14 credit hours for non-nursing courses																											
	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 Self-Study	X		<table><thead><tr><th>Course</th><th>CH</th><th>Clock hrs</th></tr></thead><tbody><tr><td>Nursing Assessment</td><td>3</td><td>45</td></tr><tr><td>Pt-Centered Care I</td><td>4</td><td>60</td></tr><tr><td>Practicum I</td><td>4</td><td>180</td></tr><tr><td>Pharmacology for Nrsg</td><td>3</td><td>45</td></tr><tr><td>Pt Centered Care II</td><td>4</td><td>60</td></tr><tr><td>Practicum II</td><td>4</td><td>180</td></tr><tr><td>Prof Nrsg Concepts I</td><td>3</td><td>45</td></tr><tr><td>Total nrsg hours:</td><td>25</td><td>615</td></tr></tbody></table>	Course	CH	Clock hrs	Nursing Assessment	3	45	Pt-Centered Care I	4	60	Practicum I	4	180	Pharmacology for Nrsg	3	45	Pt Centered Care II	4	60	Practicum II	4	180	Prof Nrsg Concepts I	3	45	Total nrsg hours:	25	615
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Total nrsg hours:	25	615																														
Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		N/A																												

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	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		Clinical Observation hours are limited to 8 hours per course. The syllabus shows them listed away from the clock breakdown and outside of the 180 clock breakdown.
	List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	Self-study	X		This was explained in all of the syllabi and was under the 50%.
	Testing process with test analysis and the written test procedure	Self-Study	X		There is a testing procedure and includes test analysis and review.
	Number of students per class	Self-Study	X		1:48 max didactic and max 1:10 clinical (currently under this for all facilities)
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Clinical rotations listed with far less than the 1:10 ratio
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		SSR: pg. 37-45
	Art and science of nursing	Self-Study	X		SSR: pg. 37-45
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SSR: pg. 37-45
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		SSR: Pg 50 NURS 113 Nursing Assessment NURS 114 Patient Centered Care I NURS 116 Practicum I NURS 122 Pharmacology NURS 124 Patient Centered Care II NURS 127 Professional Nursing Concepts Level I NURS 126 Practicum II

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		SSR: Pg 50 NURS 113 Nursing Assessment NURS 114 Patient Centered Care I NURS 116 Practicum I NURS 122 Pharmacology NURS 124 Patient Centered Care II NURS 127 Professional Nursing Concepts Level I NURS 126 Practicum II
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		SSR: Pg 50 NURS 113 Nursing Assessment NURS 114 Patient Centered Care I NURS 116 Practicum I NURS 122 Pharmacology NURS 124 Patient Centered Care II NURS 126 Practicum II
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		SSR: Pg 50 NURS 113 Nursing Assessment NURS 114 Patient Centered Care I NURS 116 Practicum I NURS 122 Pharmacology NURS 124 Patient Centered Care II NURS 127 Professional Nursing Concepts Level I NURS 126 Practicum II
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		There have been no changes
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		Simulation labs, computer labs and classrooms were of adequate size and number to accommodate students in both Chanute and Ottawa
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Faculty offices were adequate in size and there were more than enough office for faculty and conferences in both Chanute and Ottawa

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Secure space for student records	Self-Study & On-Site	X		Files are kept in a locked file cabinet in Admin office in Chanute and in a locked filing room in Ottawa
	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		Technological resources are sufficient and enough to meet learning and testing needs.
	Satellite program facilities		X		One cohort in Chanute (main campus) and one cohort in Ottawa (satellite)
	Other points of interest		n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		Library has sufficient materials, copies of textbooks, magazines and resources. Also houses a 24/7 resource availability for nights and weekends.
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		All current contracts/contract addendums are signed and dated appropriately
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		There are plenty of opportunity and sites for students to obtain experience and meet curriculum objectives.
	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		Advisory board affiliate programs confirmed the availability of placement for more than one nursing program and availability for all.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Present on 9 contracts

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Allen County Memorial Hospital, Iola, KS
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		2017 – 92.86 2018 – 87.21 2019 – 93.42 2020 – 94.12 2021 – 96.67
Advisory Committee	Review Advisory Committee minutes	On-site	X		Group meets 2 times per year-agenda standard and has reporting from school to group. Also has feedback from facilities to the nursing program.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Included with the College audited records.
	Budget procedures	Self-Study/On-Site	X		Oct. starts process for big ticket items like personnel/amts over 5K, after spring break put in asks for regular budget items.
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		7 students from Chanute (L1, S2) and 1 from Ottawa (L1, S1 – by Zoom).
Meet with members of selected affiliating clinical	Chief Nursing Officer	On-Site	X		Enjoys students and looks forward to having them each semester. Hires graduates from NCCC classes.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
agencies to determine adequacy of facility to meet expected program outcomes	Staff RN's	On-Site	X		Staff RN's are happy with students and how eager they are to jump in and learn.
	Individuals conducting observational experiences	On-Site	N/A		No observational experiences available.
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		PEP document-shows evidence of goals with met/not met but no data and don't see trended data. There is analysis and actions taken with cross verification in faculty and advisory minutes.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		PEP and minutes show how outcomes measures and goal data is reviewed and used to make decisions for program.

Onsite Interviews:

Administration:

Pam Covault, Director of Nursing
 Laura Mallett, Assistant Director of Nursing
 Dr. Brian Inbody, President
 Dr. Sarah Robb, VP for Student Learning/Chief Academic Administrator
 Marie Gardner, Dean of Ottawa, and Online Campus (zoom)
 Kerry Ranabargar, VP for Operations
 Stephen Dowell, Dean for Assessment and Institutional Effectiveness

Support Personnel:

Jennifer Daisy, Director of Financial Aid (Zoom)
 Amy Morris, Director of Admission
 Kerrie Coomes, Dean of Student Services
 Andrew Haworth, Dir of Advising and Counseling
 Ryan Rose, Registrar

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Nursing Faculty:

Papri Barman, MSN, Instructor (zoom)
 Amber Blaufuss, BSN instructor (zoom)
 Nancy Capenter, DNP, Simulation
 Haley Kepley, DNP, Instructor
 Melissa Lawrence, MSN, Instructor
 Kristy Snyder, MSN, Instructor (zoom)
 Cheryl Van Hemert, MSN, Instructor (zoom)
 Cindy Light, MSN, part time

Advisory Board:

Ken Sarber, LMH Director of Education in Lawrence (7 yrs),
 Bev Shaul, ACH, Director of Nursing (Allen County and Anderson County) (2yrs). ,
 Tina Poe, ACRH Director of Nursing Services-Allen County & Anderson County) Since 2015.
 Chelsea Buck - Allen County Nurse Manager 1 yr,
 Tammy Heine, Baker University Program Manager-Partner for NCCC Insight for LPN-BSN.
 Marlene Eiker Asst Dean of Grad Program Baker University 1 year.
 Heather Hyler, WMCRC, CNO at Wilson Med Center-10 yrs on Advisory Board.,
 Jennifer Newton, CNO at Neosha Memorial 18 yrs,
 Alisa Barker, St. Lukes Education Department, Student Placement Coord.,
 Amy Chrisjohn OMC Nurse Manager of Miami County, 1 yr.

General Education and Required Support Course Faculty

Rita Drybread, Developmental Math-Chanute-22 years
 Mark Johnston, Psychology - Chanute-4 yrs
 Eric Row, Micro, Biological Science - Ottawa-11 years
 Mike Campbell, Biological Science - Ottawa-16 years
 Ruth Zollars, English - Chanute-23 years

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Strengths:

1. Great technology in the classrooms and set up for collaboration between students.
2. Plenty of computer technology for testing
3. The library has ample resources and study areas. Includes 24/7 access space for evenings and weekends.
4. Advisory Board speaks highly of the program, the instructors and the nursing students. Program Director is open and easy to work with.
5. Administration speaks highly of the program and success rate.
6. Clinical site RN's and Managers speak highly of the program and the students' eagerness to learn.
7. New building in Ottawa (2010). Has simulated hospital. Commissioned by hospital architect and can be transitioned to a real hospital if needed in emergency.

Opportunities:

1. Program Evaluation: New separation section for PN done in fall of 22. Need to be able to see the changes before this new SPE was developed to attest to changes in the program based on assessment. Also have changes in the faculty minutes.
2. Strongly recommend that observation hours should be included with the breakdown of clock hours with the Learning Lab, Simulation, Clinical Hours, and Didactic Hours.
3. Students feel there is opportunity for more transparency regarding testing and grading in the program. Some of the students feel faculty is not open to them and can be seen as not welcoming.

Recommendations:

1. Recommend reapproval of PN program for 5 years.

Requirements for Approval of LMHT Programs

60-5-102 Approval Procedure

60-6-101 Requirements

Kansas State Board of Nursing

Name of Institution: KVC Health Systems / CAMBER Children's Mental Health Date: 3/14/23

Type of Program: LMHT Name of Program: Camber LMHT Program

Visitors: Rebecca Sander, MSN, RN – KSBN Board member; Janelle B Martin MHSA, RN – KSBN Education Compliance Officer

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
Approval procedure 60-5-102	<p>An institution contemplating the establishment of a program for MHT</p> <ul style="list-style-type: none"> • Shall write a letter of intent to the KSBN • Shall submit the name and qualifications of the nurse administrator to KSBN for approval • Shall employ a qualified nurse administrator • Shall employ a second faculty member • Shall file with KSBN an application for an approved program two months prior to the anticipated opening date with the payment of any required fees • Shall receive in writing the decision of the board • Shall be approved prior to the admission of students 	<p>Letter of intent</p> <p>Application for an approved LMHT program report</p>	X		<ul style="list-style-type: none"> • Letter emailed to KSBN Oct. 2022 • Taylor Ziegler DNP, APRN, FNP-C, Sr Director of Nursing/ LMHT Program Administrator • Rystal Waldman BSN, RN – nurse educator; faculty • Letter of intent and application with fees submitted to KSBN Oct. 2022 – requested opening is June-July of 2023 • Board approved initial application at Dec. 2022 board meeting – site visit prior to admitting students • Site visit set for March 2023

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
	<p>baccalaureate degree, successful experience in administration or teaching, and at least two years of experience in psychiatric or developmental disability nursing</p> <ul style="list-style-type: none"> Each instructor in a mental health technician program shall meet at least one of the following requirements: <ol style="list-style-type: none"> 1) Be licensed to practice as a registered professional nurse in Kansas and have at least two years of experience in psychiatric or developmental disability nursing; or 2) Be licensed to practice as a licensed mental health technician and have at least five years of experience post licensure. Two years of work experience shall be waived for those licensed mental health technicians possessing an associate degree Each instructor in the behavioral sciences shall have earned an academic degree with appropriate education relative to the area of instruction 		<p>X</p> <p>X</p>		<ul style="list-style-type: none"> Rystal Waldman, BSN, RN – nurse educator for Camber and previously worked with Camber as an RN for 5 years (resume provided onsite); will be primary faculty for the LMHT program; SSL in KS – unencumbered Other resumes provided for RN, MD and LMSW staff who will serve as faculty and guest speakers for the program
Curriculum 60-6-101 (1), (2), (3) (A-B) (4) (A-B)	<ul style="list-style-type: none"> Before implementation of the program, the institution shall submit the proposed curriculum in writing to the board for approval. The institution shall submit, in 	Program application report	<p>X</p>		<ul style="list-style-type: none"> Pg. 7-16 initial app - Curriculum provided with initial app – further work / refinement of curriculum provided during site visit

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
	<p>writing, any proposed changes to an approved curriculum to the board for its approval before the changes may be implemented</p> <ul style="list-style-type: none"> The course, at a minimum, shall be of six months duration in which the institution shall provide for 18 weeks of schooling, one-half devoted to classroom instruction and one-half to clinical experience (KSA 65-4206) The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum for mental health technician courses shall consist of a minimum of 450 hours of theoretical instruction and 450 hours of clinical instruction. In academic institutions, one semester hour of credit shall be equal to 15 hours of theoretical instruction or 45 hours of clinical instruction The curriculum shall also include the following two courses, which shall be of a theoretical nature. Each course shall consist of 45 hours of instruction <ol style="list-style-type: none"> Human growth and development. This course shall include aspects of growth and development from the prenatal period through 		<p>X</p> <p>X</p> <p>X</p>		<ul style="list-style-type: none"> Pg 6 outline of LMHT program with clock hours – program is planned to be worked over an eight-month period <ul style="list-style-type: none"> Theory – 450 clock hours Clinical – 450 clock hours (Level III shows 254 clock hours but is only 252 – 2 hrs will be added to Level I course, Psych Intervention I <p>Pg. 6 – initial app</p> <ul style="list-style-type: none"> Human Growth & Development – 45 clock hrs – planned for Level II course Behavioral Science course – 45 clock hrs – Level III course

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
Clinical facilities and resources 60-6-101 € (1-3)	<ul style="list-style-type: none"> All clinical facilities shall be approved by the board, and appropriate contractual agreements shall be renewed annually with all cooperating agencies Each clinical area used for student learning experiences shall be staffed by nursing service independent of student assignments Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse 	Program application report		X	<p>Letters of intent from Larned State Hospital, one Hays LTC facility with Alzheimer unit and early childhood development center in Hays. Still need signed contracts.</p> <p>Most clinical will be at Camber Children's Mental Health center in Hays.</p>
Students 60-6-101 (f) (1-3)	<ul style="list-style-type: none"> Admission. Each program shall have clearly defined policies for admission Credit for previous study. Each program shall have clearly defined written policies concerning credit for previous study, transfer or credits, and readmission of students. These policies shall conform to the policies of the institution Promotion and graduation policies shall be in writing 	Program application report	<p>X</p> <p>X</p>	X	<p>Pg. 17 – 22 Policy for LMHT program</p> <ul style="list-style-type: none"> Admission policy – pg. 22 – needs more specificity for admission criteria – just that it can be internal staff candidates or external candidates. Does specify that for readmission a new application will be needed and that the Director will have the discretion for readmission. Need to clarify what happens if student withdraws regarding tuition payback. Pg. 22 credit for previous study – requests reviewed by Director who will assign the amount of credit given. Written notice will be provided to student. Promotion policy – pg. 22: must complete each level with at least a 70% in theory and a "Pass" for all clinical hours. Pg. 22 – considered a graduate of the program when Level III is successfully completed at above level.

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
					conferring with students as needed. <ul style="list-style-type: none"> No library discussed. Textbooks and needed written resources will be ordered by program director and will be part of the tuition No satellite sites to start program

Interviews:

Administration:

- Venkato Rao, VP Human Resources
- Taylor Ziegler, DNP, APRN, FNP-C
- Sara B. Schlagel, LSCSW, LCSW
- Alexandra Beineman, LMSW
- Sarah Berens, LSCSW, Executive Director
- Rystal Waldman, BSN, RN – Nurse Educator

Prospective faculty:

- Taylor Ziegler, DNP, APRN, FNP-C
- Rystal Waldman, BSN, RN

Prospective students: met with 2 current staff members at Camber who are interested in the LMHT program. They are very impressed with the people who have been putting the program together and the way Camber staff are encouraged to improve their positions and seek new opportunities.

Clinical facility representatives: spoke with a couple of the managers at Camber in the units that will be used for clinical. No other contracts signed at this point so no other reps available.

Strengths:

- 1) KVC Administration committed to getting LMHT program in place for both internal staff candidates and for external applicants as well.
- 2) Have several qualified staff members who can guest lecture and support program implementation
- 3) New building space for Camber and for LMHT program – moved to an updated facility with updated/improved IT capabilities, large conference room, expanded care facilities and large outdoor client area.
- 4) Expanded opportunities for mental health staff to received additional education and training
- 5) Have great opportunities for children's mental health clinical experiences.
- 6) Letters of support from adult mental health providers to help round out educational experiences.

Opportunities:

- 1) Watch for use of "nursing" in handbooks and policies. LMHT program is not a nursing program.
- 2) Clarify Admission / Readmission process for students in Handbook
- 3) Clarify grading and evaluation for combined theory / clinical courses
- 4) Update clock hours for clinical to correct total to 450 hours
- 5) Mission / Vision – think about using verbiage from parent institution in the one for the program. Current draft has "goals" rather than mission
- 6) Potentially leave out the Refresher Course information until refresher fully defined. Not part of approval for initial LMHT program
- 7) LMHT policy for the program – very expansive on the courses but thin on the policies for the program (admission, program evaluation). Program evaluation should include systematic evaluation of the program by Camber as well as inclusion of student feedback and clinical site feedback.

Recommendations:

- 1) Complete LMHT Student Handbook with all needed policies and clarify Admission policy. Submit to Education Compliance Officer prior to approval.
- 2) Need to have all clinical contracts signed prior to program approval. Send signed copies of contracts to Education Compliance Officer when signed and prior to approval.
- 3) Program Evaluation Plan – put description of plan into template that shows how program will be measured, what data will be collected, how often measures will be reviewed, and what goals are for measures. Send plan template to Education Compliance Officer prior to approval.
- 4) Recommend approval of the LMHT program at KVC/Camber to admit up to 10 students each admission period after above recommendations are met.

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

Program: Butler Community College (PN Level of Bi-Level) **Date(s):** March 28-29, 2023

Last KSBN Visit: February 2018 **Accrediting Agency& Date of Last Visit:** Feb 2016 ACEN for ADN

Visitors: DeLyna Bohnenblust, EdD, MSN, RN – KSBN Education Committee member; Michaela Hysten, 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 <u>Abbreviations:</u> SSR = self-study report HEP=Health, Education, Public Service division NSHB = Nursing student handbook NFHB=Nursing faculty handbook	Address of the institution	Self-Study	X		Self-Study Report pg. 7 901 South Haverhill Road El Dorado, KS 67042
	Names of primary administrative officials	Self-Study	X		SSR pg. 8 Table 2 – full list President – Dr. Kimberly Krull VP Academics – Dr. Thomas Nevill
	Organizational chart for the institution	Self-Study	X		Butler CC Employee Handbook, pg. 40
	Current contact information	Self-Study	X		SSR pg. 8 – Table 2 – has all current information
	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	X		Current 2022-2023 Butler catalog is available on the <u>website</u> . Also included on USB drive with SSR. Reviewed

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SSR pg. 10 Org chart for the HEP (Health, Education, and Public Service) division is on pg. 51 of the Butler CC Employee Handbook.
	Number of faculty	Self-Study	X		SSR pg. 10-11 6 FT faculty – team teach the 7 1 st level courses (didactic and clinical responsibilities) 5 Adjunct clinical faculty for 1 st level (1 adjunct position is open for Peds rotation) Clinical Learning Center supported for both levels by 2 FT faculty, 3 Adjunct clinical faculty Shared FT Curricular chairperson
	Number of non-teaching staff	Self-Study	X		SSR pg. 11 1 FT Dept. Admin Asst. 1 FT Computer Support Technician (shared w/ IT) Student workers assist as available
	Number of students admitted per year	Self-Study	X		SSR pg. 11 Approved for 56 admits each fall and spring to Level 1 (112 total)
Nursing Program Administrator and Faculty 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SSR pg. 11 Janet Schueller MSN, RN, CNE
	Qualifications	Self-Study	X		SSR pg. 11-12 MSN since 2001; Certified Nurse Educator (CNE) in 2021; Didactic and clinical teaching experience; Served as Lead faculty multiple semesters; Curriculum Chairperson

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					2013-2020; Has served as Interim Associate Dean for two different time periods. Became FT Assoc. Dean May 1, 2022.
	Teaching load	Self-study	X		SSR pg. 12
	Responsibilities	Self-Study	X		Administrative position – no teaching load assigned SSR pg. 12-13 Associate Dean for HEP – assists Dean of HEP in administration and management of the division; Has primary leadership and responsibility / authority for Nursing and Allied Health Depts.; Authority for development and administration of the nursing educational unit; Responsible for faculty teaching and clinical assignments; assist with hiring of faculty and staff; oversight of clinical contracts; oversight of division budget
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SSR. Pg 13 – found in Employee Handbook, pg. 138
	Faculty job description	Self-Study	X		SSR pg. 13-14 – based on Master agreement Two types of job descriptions for Nursing Dept: one is maintained by HR and is in the Master agreement (more general). The second is a more detailed job description specific to the different positions within the nursing dept.
	Faculty selection process	Self-Study	X		SSR pg. 14 – Procedure found in the Butler CC Employee Handbook Selected according to the college-

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					wide New Faculty Screening and Hiring Checklists. Supplemented by the Screening and Hiring Process Summary to assure consistency and compliance with federal and state laws. Rating system added for candidate responses.
	Faculty orientation plan	Self-Study	X		SSR pg. 15 orientation to the college for all new faculty. All FT faculty complete the Butler CC New Faculty Institute. All Adjunct complete the Butler CC Adjunct Faculty Orientation. All new nursing faculty enter a year long process for orientation in the nursing dept. Also assigned a mentor. Also complete an orientation to the Clinical Learning Center (CLC).
	Faculty handbook	On-site	X		SSR pg. 16 Electronic HB – accessible in the Nursing Program team collaboration software (MS SharePoint)
	General faculty meeting minutes for last 3 years	On-site	X		Expand and provide detail in Faculty meeting minutes to close feedback loop for program activities to evaluation plan
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SSR pg. 17-25 Faculty Table
	FT or PT (use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		↓

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		2 on degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	X		Need new Hire Exception for K. Dark (BSN clin. Adj) by 4/1/23
	Faculty file review	On-site		X	Clarify the process for ensuring all KSBN required information is in Faculty files and updated.
Preceptor qualifications and information (for current semester) (RN only)	Preceptor criteria & selection	Self-Study		X	Preceptors are only detailed in regulation for the RN level in K.A.R. 60-2-103(a)(2). Butler has one rotation of first level students that have a preceptor. These are dedicated preceptors at the Butler County Health Dept. which is used for pediatric rotation for one group of students.
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		SSR pg. 22 Moved to online apps Fall 2022; must be admitted to Butler CC first and then apply to the nursing program. NSHB pg. 18-21; articulation pg. 22-26; transfer pg. 32
	Degree plan for each degree being granted	Self-Study	X		SSR pg. 32 AAS degree – in college catalog – 69 credit hours LPN option – available as part of the RN curriculum (one admission process) – 35 credit hours
	Oral and written English proficiency	Self-Study	X		SSR pg. 35 – includes TOEFL and IELTS
	Readmission	Self-Study	X		SSR pg. 36 – written request to Assoc. Dean of HEP; readmitted per space available and standing at time of leave NSHB pg. 25

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Progression	Self-Study	X		SSR pg. 37– 38 NSHB pg. 25-26
	Counseling & guidance	Self-Study	X		SSR pg. 38 – college has CARE Team – purpose is to provide campus community with necessary info to refer students to appropriate resources. Contact info found online: https://www.butlercc.edu/advising
	Student role versus employee role	Self-Study	X		SSR pg. 40 -part of Uniform Policy. Would help to clarify by creating a stand-alone policy (outside of dress code) for student v. employee role to include scope of practice.
	Representation on faculty governance	Self-Study	X		SSR pg. 40 Nursing faculty by-laws describe membership to include students. NSHB pg. 42 elected class President and VP for each level
	Graduation	Self-Study	X		SSR pg. 41 – after completion of first level of the program, student awarded a Certificate B and is then eligible to sit for NCLEX-PN if desired.
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SSR pg. 41 College catalog online: https://catalog.butlercc.edu/content.php?catoid=9&navoid=432&hl=%22refund%22&returnto=search#student-tuition-and-fee-refund-policy
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SSR pg. 42-43
	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		SSR pg. 44 Information available on the website, on the Nursing Admission application and in the Nursing Student Handbook

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Student Handbook	Self-study materials Website	X		Reviewed
Student support services	Description of student safety measures	Self-Study	X		SSR pg. 45 Emergency Response Plan in each classroom
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SSR pg. 46 On campus Health & Counseling services – NPs, RNs and office managers at El Dorado and Andover campuses. Local physician comes each week.
Student records	Review student files	On-site	X		No issues noted
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 – many examples available such as care plans, journals, assignments

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		SSR pg. 49-50 These are for the ADN degree: taken in first 3 semesters: Eng Comp I – 3 Gen Psych – 3 A&P – 5 (3 theory, 2 lab) College Algebra – 3 Pathophys – 4 Dev Pysch – 3 Nutrition – 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		Butler uses a concept-based curriculum. Implemented Fall 2019 SSR pg. 49-54
	Credit hours for each non-nursing course	Self-Study	X		24 credit hours – see above list

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments																											
	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		SSR pg. 56-58 <table><thead><tr><th>Class</th><th>CH</th><th>Clock</th></tr></thead><tbody><tr><td>NR 101 Health Assessment</td><td>3</td><td>64</td></tr><tr><td>NR 116 Professional Nrsg 1</td><td>1</td><td>16</td></tr><tr><td>NR 102 PCC I: Foundations</td><td>4</td><td>96</td></tr><tr><td>NR 161 Pharm for Nrsg I</td><td>1</td><td>16</td></tr><tr><td>NR 122 PCC II</td><td>7</td><td>208</td></tr><tr><td>NR 262 Pharm 2</td><td>2</td><td>32</td></tr><tr><td>NR 117 Prof Nursing 2</td><td>1</td><td>16</td></tr><tr><td>Total =</td><td>19</td><td>448</td></tr></tbody></table>	Class	CH	Clock	NR 101 Health Assessment	3	64	NR 116 Professional Nrsg 1	1	16	NR 102 PCC I: Foundations	4	96	NR 161 Pharm for Nrsg I	1	16	NR 122 PCC II	7	208	NR 262 Pharm 2	2	32	NR 117 Prof Nursing 2	1	16	Total =	19	448
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Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		SSR pg. 56-58 <table><thead><tr><th>Class</th><th>Theory Credit</th><th>Clinical Clock hrs</th></tr></thead><tbody><tr><td>NR 101 Health Assmnt</td><td>2.5/40</td><td>0.5/24</td></tr><tr><td>NR 102 PCC I</td><td>3/48</td><td>1/48</td></tr><tr><td>NR 122 PCC II</td><td>4/64</td><td>3/144</td></tr></tbody></table>	Class	Theory Credit	Clinical Clock hrs	NR 101 Health Assmnt	2.5/40	0.5/24	NR 102 PCC I	3/48	1/48	NR 122 PCC II	4/64	3/144																
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NR 102 PCC I	3/48	1/48																														
NR 122 PCC II	4/64	3/144																														
List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	n/a		SSR pg. 58 No scheduled observation for the first level of the program																												
List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	Self-study	X		NR 102 8 hrs/48 = 17% NR 122 12.5 hrs /144 = 9%																												
List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours excluding capstone for the nursing program). (RN level only)	Self-Study		X	PN level does not have regulatory allowance for preceptors at this time. SSR. Pg. 58 Only students who have 2 nd semester clinical at Susan B. Allen Memorial Hospital in El Dorado have dedicated preceptors for 16 hrs at the health dept. (peds clinical). This is 7% of total clinical hours at first level.																												
Testing process with test analysis and the written test procedure	Self-Study	X		SSR pg. 58-60 Addendum folder 4 has update that is in draft. ExamSoft used to develop questions, construct exams, grade and analyze results.																												

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of students per class	Self-Study	X		SSR pg. 60 Theory: 50-55 students per class – classes are team taught. Clinical: faculty/student ratio of 1:8 Clinical schedules in Addendum
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Addendum folder – clinical schedules all show less than 1:10 ratio. Most are 6-8 per faculty.
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		SSR pg. 60-62 All gen ed courses contribute to the foundation: Eng Comp I General Psych A&P College Algebra Developmental psych Pathophysiology Therapeutic nutrition
	Art and science of nursing	Self-Study	X		SSR pg. 62-63
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SSR pg. 63-64 Core organizers used to guide development of specific course learning outcomes which are integrated throughout curriculum in the course outline and syllabus, weekly assessment tool and summative eval tool. These are all mapped to content level Student Learning Outcomes which are used to show how program outcomes are met.
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		SSR pg. 65-67 NUR 102 CLO 2, 4 NUR 116 CLO 1 NUR 161 CLO 2 NUR 122 CLO 2, 5 NUR 262 CLO 3 NUR 117 CLO 1 BI 231 pathophys MA135 College algebra

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NUR 101 CLO 2, 4 NUR 102 CLO 1 NUR 122 CLO 1 BI 226/227 A&P BS 260 Dev Psych
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NUR 102 CLO 3 NUR 116 CLO 2 NUR 122 CLO 4 EG101 Eng Comp I BS 160 Gen Psych BS 260 Dev psych
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NUR 101 CLO 1 NUR 116 CLO 3 NUR 161 CLO 1 NUR 122 CLO 3 NUR 262 CLO 2 NUR 117 CLO 2 BI 226/227 A&P BI 231 pathophys
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		SSR pg. 68-71 Table 14 summary of changes based on year-long gap analysis process done by faculty for all of the concept-based curriculum. Updates in wording in general and in course outlines approved.
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		SSR pg. 71-76
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		SSR pg. 76 all FT faculty have private offices. Two FT CLC Coordinators share an office but schedule appts. to maintain student privacy as needed.
	Secure space for student records	Self-Study & On-Site	X		SSR pg. 77 Educational records maintained in Registrar's office. Student files in the nursing dept. are locked in a cabinet in the nursing dept.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					work room behind locked door.
	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		SSR pg. 77-79, Table 15 pg. 80-82 Nursing dept. has their own designated IT support person – resides in nursing dept. office.
	Satellite program facilities		n/a		No satellite at this time
	Other points of interest		X		<ul style="list-style-type: none"> Working on partnership with another community college to possibly offer ADN program at a satellite location. Collaborated with the Fire Science dept. to do a mass casualty simulation with nursing. Sim center used at the hospital. Voluntary experience for nursing at this time.
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SSR pg. 83-84 – for nursing: 22 databases 2307 eBooks 9260 eVideos 52 print books (in last 5 years)
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		Contracts reviewed for 8 current clinical sites – all signed and dated appropriately
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		SSR pg.86-87 clinical sites to meet current needs of the program
	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		SSR pg. 88
	Each affiliating agency used for clinical	Self-study &	X		Contracts all have appropriate language

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	instruction shall be staffed independently of student assignments	On-Site			
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Susan B. Allen Memorial Hospital – met with DON and 4 unit managers
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		2018 – 100% 2019 – 100% 2020 – 95.83% 2021 – 70.59% 2022 – 100%
Advisory Committee	Review Advisory Committee minutes	On-site	X		Committee meets biannually – provides input in long range planning, reviews curriculum for relevance and provides feedback regarding the employment needs of the communities. Committee membership is diverse and minutes reflect active discussion and input from member is utilized by nursing dept.
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 sig findings
	Budget procedures		X		SSR pg. 90-91; Assoc Dean Schueller is the budget officer for the Dept of Nursing & Allied Health – has full authority and responsibility for the budget. Process has opportunity for input from faculty.
Meet with the following members of the educational institution to determine	Administration	On-Site	X		See interview list.
	General education and required support	On-Site	X		See interview list.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
adequate support for nursing program	course faculty				
	Support services	On-Site	X		See interview list.
	Students	On-Site	X		Met w/ 6 - 1 st semester PN students and 2 - 2 nd sem PN students
Meet with 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		See interview list
	Individuals conducting observational experiences	On-Site	NA		
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		SSR pg.92-93 Well written plan – developed using ACEN 2023 standards and KSBN regulation. Data is collected, trended and analyzed with action taken per nursing committees.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		SSR, pg. 93 Table 17 – changes to curriculum and data used to make changes. Minutes also have evidence of data analysis but can be hard to follow path of approval.

On-Site Interviews:

Administration:

- Dr. Kimberly Krull - President
- Tom Nevill – VP Academics
- Bill Rickenbaugh – VP of Student Services
- Jessica Ohman – Associate VP Student Services
- Julio Guerrero – Dean of Health, Education and Public Services
- Kent Williams – VP Finance

- Esam Mohammad – Associate VP, Institutional Research
- Shannon Covert – Interim Dean Science, Technology, Engineering and Mathematics
- Troy Nordman – Interim Dean Humanities

Support Personnel:

- Carmen Bunck – Registrar
- Heather Ward – Director Financial Aid
- Sheri Conard – Director Student Services
- Adam Kjellin – HEP Information Technology
- Jaime Sharp, APRN – Director College Health
- Teresa Eastman – Director Disability Services

General Education:

- Jim Bachhorn, Chair English Department
- Marj Hunter – Lead Instructor, Mathematics
- Jordnn Cogan – Lead Biology Instructor
- Susan Forrest – Biology Instructor
- Cheree Anthony-Encapera – Chair Psychology Department

Nursing Service Representatives and Advisory Council Members:

- Jessica Adelhardt –Clinical Affiliations, Wesley Medical Center
- Tiffany Poyner –Clinical Affiliations, Via Christi Ascension Health
- Megan Page –Director of Education and Professional Development, Via Christi Ascension Health
- Debbie Marrs – CNO, William Newton Medical Center
- Jennifer Strecker – CNO, Kansas Heart Hospital
- Brandy Jackson – Director of Undergraduate Nursing, Wichita State University
- David Leslie – CNO, Wesley Medical Center
- Deana Wilhoite – Associate Dean Undergraduate Programs and Community College Nursing Partnership Programs, KU School of Nursing

Library Staff:

- Judy Bastin – Director of Library Services and Archives
- Kara Price – Access and Outreach Librarian
- Kimberly Veliz – Research and Instruction Librarian

Nursing Faculty:

- Michele Ridder, BSN, MSN, RN – Faculty 2nd level
- Sabrina Olson, ADN, BSN, MSN, RN – Faculty 2nd level
- Katelyn Sherman-Voge, BSN, RN – Clinical Learning Center Coordinator (all levels)
- Amanda Martin, ADN, BSN, MSN – Faculty 1st level
- Jan Hoover, BSN, MEd – Faculty 2nd level
- Lea Atkinson, AA, BSN, MSN – Faculty 1st level
- Selena Walker, ADN – Faculty 1st level
- Kimberly Hubble, MSN – Faculty 2nd level
- Mitchell Taylor, MSN – Faculty 2nd level
- Raven Christian, MSN – Faculty 2nd level

Classroom Observation: NR 102 Foundations of Patient Centered Care I; Faculty – Selena Walker
NR122 Patient Centered Care (PCC 2): Common Acute and Chronic Health Problems; Faculty - ????

Clinical Learning Center Observation: NR 102 Foundations - simulation

Clinical Agency Tour: Susan B Allen Memorial Hospital / tour – spoke w/ unit managers and CNO prior to tour; also spoke with 2, 2nd semester students onsite – they love their clinical and feel they are being “set up for success”. Instructor onsite - ?????

- Cecilia Goebel, BSN, MHS Healthcare Administration – CNO
- Cassandra Ford, BSN – Director of Surgery 2nd Semester
- April Reynolds, ADN – OB Clinical Supervisor 2nd Semester
- Tammi Cline, BSN – Director of ER/ICU 2nd and 3rd Semester
- Jenny Young, ADN, BSN – Director of Med/Surg, Skilled Care 1st and 2nd Semester

Strengths Identified:

- Strong support from administration for nursing faculty and program
- Dedicated IT person for the nursing division
- Two full-time Simulation faculty and three part-time faculty
- Faculty teamwork and collaboration
- Team teaching – 2-3 faculty per class
- Clinical Learning Center
- Students feel supported and that they are “set up for success” in the nursing program. Would “absolutely” recommend this program to others
- Partnerships with local clinical facilities and with local high schools / colleges
- Nursing program administrator – provides much stability for the program
- Good partnership with general education faculty – have intra-curricular discussions that help strengthen curriculum for those going into nursing
- Plan for student success – student success coach assigned if any exam not passed; coach stay with student throughout the semester

Opportunities for Improvement:

- Create a stand-alone policy (outside of dress code) to clarify student v. employee role to include scope of practice for each role.
- Expand and provide detail in Faculty meeting minutes to help close feedback loop for program activities and use of data to make changes in the program.

Recommendations:

1. Identify a method or process to maintain faculty files with KSBN required information. Submit plan/process to KSBN Education Compliance Officer by 9/30/2023.
2. Preceptors not allowed per regulation at this time. Draft plan to remove preceptors from the curriculum by 1/1/24. Submit plan to KSBN Education Compliance Officer by 12/31/2023.
3. Recommend re-approval of the PN program for 5 years.

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

Program: Kansas Wesleyan , BS, Major in Nursing **Date(s):** April 4-5, 2023

Last KSBN Visit: Sept. 24-25, 2020 **Accrediting Agency& Date of Last Visit:** CCNE April 16-18, 2018/ March 20-22, 2023

Visitors: Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN – 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 KSBN Self-Study report = K-SSR CCNE Self-Study report = C-SSR	Address of the institution	Self-Study	X		KSBN Self-study report (K-SSR), pg 4 100 E. Claflin Ave, Salina, KS 67401
	Names of primary administrative officials	Self-Study	X		K-SSR pg 4 Matthew R. Thompson, Ph.D. - President & CEO Damon Kraft, Ph.D. - Provost & VP for Student Success Dr. Bill Backlin - Academic Dean
	Organizational chart for the institution	Self-Study	X		CCNE Self-Study, II-D, Appendix Z KSBN addendum, p 5
	Current contact information	Self-Study	X		K-SSR pg 5 President's Office 785-833-4302 Nursing Ed Dept. 785-833-4457
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		In Virtual Resource Room. Reviewed w/ no significant findings.
	Copy of school's current catalog	Self-Study	X		With K-SSR, <u>KWU academic catalog</u> On website and available in document room (current 2022-23)
Description of nursing program	Organizational chart for nursing program	Self-Study	X		K-SSR, pg. 6; C-SSR , I-E, Appendix L

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of faculty	Self-Study	X		K-SSR pg 6; C-SSR, pg. 38-39 6 FTE, 3 Adjunct, & Director teaches 3 credit hours/semester as needed
	Number of non-teaching staff	Self-Study	X		K-SSR pg 6; C-SSR, Appendix AA 1 Administrative Assistant
	Number of students admitted per year	Self-Study	X		K-SSR pg 6 Approved to admit 40 students/year Current enrollment: 27 (18 Jr & 9 Sr level students)
Nursing Program Administrator, Faculty, and Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		K-SSR, pg. 6 Janeane Houchin, MSN, RN Chair, Division of Nursing Education & Health Sciences and Director of Nursing Education for the nursing program
	Qualifications	Self-Study	X		K-SSR pg 6 ; C-SSR pg. 35 Curriculum Vitae, VRR
	Responsibilities	Self-Study	X		K-SSR pg 6; C-SSR pg. 36 Job description, VRR
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		K-SSR, pg. 6 C-SSR, Appendix M, pg. 133-140
	Faculty job description	Self-Study	X		K-SSR pg 6; C-SSR pg. 15 VRR
	Faculty selection process	Self-Study	X		K-SSR pg 6 C-SSR pg. 15 KWU Faculty Handbook, pg. 14 (KWU Hiring process)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Faculty orientation plan	Self-Study	X		K-SSR pg 6 C-SSR, pg. 15 C-SSR, Appendix G – pg. 120-121 Nursing Faculty HB
	Faculty handbook	Self-study VRR On-site	X		K-SSR pg. 6 VRR – reviewed; <u>KWU Faculty HB</u> ;
	General faculty meeting minutes for last 3 years	VRR	X		VRR – reviewed – have standard agenda format for meetings; thorough, no concerns
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		K-SSR pg 6 C-SSR, Appendix AA – Faculty Profile tables, pg. 192-207
	FT or PT (use FTE)	Self-Study	X		Yes – on faculty table
	Academic Credentials	Self-Study	X		One initial diploma program and one ADN program not on the table; transcripts were in the faculty files at the time of review
	Institution granting degree	Self-Study	X		On table
	Area of clinical expertise	Self-Study	X		On table
	Area(s) of assignment	Self-Study	X		On table
	Licensure	Self-Study	X		Several dates for verification were past due on the table but all verifications were up to date in the files
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		One PT clinical adjunct on a DP for MSN
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		No current Hire exceptions
Preceptor qualifications and information (for current semester)	Faculty file review	On-site	X		Faculty files had required information
	Preceptor criteria & selection	Self-Study	X		C-SSR, pg. 39-41; Appendix AE, pg. 224-230 Preceptor Handbook in VRR

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Preceptor job description	Self-Study	X		K-SSR pg 7 Appendix AE, C-SSR Preceptor Handbook
	Identified roles of preceptors, faculty, and students	Self-Study	X		C-SSR, Appendix AE
	Preceptor orientation materials	Self-Study	X		C-SSR, Appendix AE Example provided
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		C-SSR, Appendix AE Example provided
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	X		C-SSR, Appendix AE Example provided
	Preceptor State of license & License number	Self-Study	X		K-SSR pg. 7 Appendix AE, pg. 224-230 – Preceptor Profiles
	Methods of contact between faculty & preceptor	Self-Study	X		K-SSR pg. 18 Appendix G, pg. 15
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following NSHB = Nursing Student Handbook	Admission of generic, transfer, and articulation students	Self-Study VRR	X		K-SSR pg. 8 Appendix J pg. 93 (link) KWU Catalog pg. 12-14, 170-174 <u>KWU Nursing webpage</u>
	Degree plan for each degree being granted	Self-Study	X		K-SSR pg. 8-9 (part of admission policy – see above) BS, Major in Nursing
	Oral and written English proficiency	Self-Study	X		K-SSR pg 9 KWU Academic catalog pg. 25 DNE Admission policy
	Readmission	Self-Study	X		K-SSR pg. 10 KWU academic catalog pg. 170 NSHB pg. 38
	Progression	Self-Study	X		K-SSR pg. 10 KWU academic catalog (AC) pg. 169 NSHB pg. 37 – need C+ or better in all

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					nursing courses; 2 failures in one course or 1 failure in 2 courses = dismissal from program
	Counseling & guidance	Self-Study	X		K-SSR pg. 11; C-SSR pg. 33-35 KWU AC pg. 6, 9
	Student role versus employee role	Self-Study	X		K-SSR pg. 11 NSHB pg. 41
	Representation on faculty governance	Self-Study	X		CCNE Self-Study I.E., pp 15-17 <u>Nursing Student Handbook</u> pg. 12 K-SSR pg. 11
	Graduation	Self-Study	X		K-SSR pg. 11 CCNE Self-Study I.F. <u>Academic Catalog</u> pg. 65-68
	Refund policies governing all fees and tuition paid by students	Self-Study	X		K-SSR pg. 11-12 KWU AC pg. 32 Admissions webpage
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		K-SSR pg. 12 KWU AC pg. 20 Admissions webpage: https://www.kwu.edu/admissions/undergraduate/ Student Nursing HB pg. 2
	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		K-SSR pg 12 Application for Admission to Nursing Program, pg 2 With Admission policy, pg. 4 NSHB pg. 13 (and on website)
	Student Handbook	On-site USB VRR	X		<u>Nursing Student handbook</u> Reviewed
Student support services	Description of student safety measures	Self-Study	X		K-SSR pg. 12; C-SSR IIC, pg. 33 Appendix L (KWU student HB pg. 9)
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		K-SSR pg. 12 Appendix M – list of area health services. KWU does not have a health

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					center onsite but does partner with Stat Care for preferential service KWU Student HB pg. 8, 10, 12-13
Student records	Review student files	On-site	X		Student files complete Reviewed a sample of files from current Jr & Sr class
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		Several types of class work available in Document room (CETs, papers, posters, self-reflections)
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		CCNE Self-Study Appendix AI K-SSR pg 14 (degree blueprint) KWU Academic catalog – pg. 171 Gen Biology – 4 ch; A&P I w/ lab – 3; A&P II (with lab) – 3; Microbiology w/ lab – 4; Stats – 3; Chemistry - 4; Dev Psychology – 3 English Comp I – 3; English Comp II - 3 Intro Psych – 3; Nutrition – 3; Medical Terminology - 3
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study VRR	X		CCNE Self-Study III.A, III. B., III.G. III.H., & III.I. All Syllabi files in VRR
	Credit hours for each non-nursing course	Self-Study	X		K-SSR pg 14 KWU AC pg. 171 39 required credit hours for nursing – total of 60 cr hrs required for the BS degree by KWU
	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		K-SSR pg 15 KWU AC pg. 172-173 60 cr hrs nursing courses

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		K-SSR pg 8-9 Appendix AI, C-SSR <u>Course</u> <u>Cr Hrs Theory/Clin</u> NURS308 -Adult Health I 4/3 NURS355 Mental Health 2/1 NURS409 Community Health 2/1 NURS408 Adult Health II 4/2 NURS432 Family-Centered Hlth 4/2 NURS429 Adult Health III 5/2 Document Room – all syllabi available – all clinical hrs noted by type (clinical site, obs, sim, preceptor)
	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 VRR	X		K-SSR pg 15 CCNE Self-Study II.E.: Appendix AD (clinical hrs. per course), pg. 216 NURS 308 AH I 8.5 hrs – 6.3% NURS 355 Mental Health – 6 hrs – 14% NURS 432 FCH – 8 hrs – 8% NURS 479 Leadership – 7 hrs – 15%
	List all simulation hours for each relevant course (can't exceed 50% of each clinical course)	Self-Study VRR	X		K-SSR pg. 15 (need to separate simulation from skills lab, VCE time); CCNE Self-Study II.E, Appendix AD NURS 308 AH I 42/135 hrs= 6.3% NURS 355 Mental Health 8/45= 17% NURS 408 AH II 31/90 hrs= 34% NURS 409 Community 10/45 = 22% NURS 432 Family Centered 20/90=22% NURS 429 AH III 41/90 = 45% NURS 479 Capstone 8 /90 = 9%
	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 VRR	X		K-SSR pg 15 CCNE Self-Study II.E.: Appendix AD NURS 308, 408, 409, 429,432, 355 118/ 720 hrs = 17% (w/o capstone)
	Testing process with test analysis and the written test procedure	Self-Study	X		K-SSR pg 15; C-SSR III.J, App BA NFHB

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of students per class	Self-Study	X		K-SSR pg. 15 CCNE rpt, pg 38
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study VRR	X		K-SSR, App E, pg. 35-36 CCNE SSR, App U
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		K-SSR pg. 15-16, Appendix A, pg. 20-21 CCNE SSR IB, pg. 10; Appendix B
	Art and science of nursing	Self-Study	X		CCNE SSR, IIIB, pg. 44-46 & IIIF, pg. 49-50
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		CCNE SSR, Appendix C K-SSR Appendix B, pg. 22
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		K-SSR pg 16; Appendix A pg. 20-21 CCNE SSR IIIA & B
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		K-SSR pg 16; Appendix A pg. 20-21 CCNE SSR IIIA & B
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		K-SSR pg 16; Appendix A pg. 20-21 CCNE SSR IIIA & B
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		K-SSR pg 16; Appendix A pg. 20-21 CCNE SSR IIIA & B
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	n/a		N/A

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		K-SSR pg. 9 CCNE SSR pg. 57-59 <ul style="list-style-type: none"> Fall22 – began allowing transfer in of 2 nursing courses to improve transferability of student Began offering Intro to Prof Nursing course in the fall as well as the summer and spring (help later applicants) DNE developed an elective course: Clinical Judgment: Think Like a Nurse for pre-nursing students – to begin Spr23 Fall22 began offering a TEAS exam prep course
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		K-SSR pg. 16; CCNE rpt IIB, pg. 28-30 Tour of new Nursing Education Center (north side of campus)
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		K-SSR pg. 16 Private offices for FT; one shared office for Adj with conf room available.
	Secure space for student records	Self-Study & On-Site	X		K-SSR pg. 16 & Appendix B. pg. 22-secure records policy Locked cabinets in nursing office which also is locked

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	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		K-SSR pg. 16 Computer policy Appendix L <u>Nursing student handbook</u> & <u>KWU student handbook</u>
	Satellite program facilities		n/a		N/A
	Other points of interest		n/a		n/a
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		K-SSR pg 16-17; CCNE IIB. Pg 31-32 Library tour – 6 medical databases; nursing research guide built with all resources listed; reserve section for nursing Presentation for nursing students done during orientation
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		K-SSR pg. 17 Reviewed 4 current contracts – all dated and signed; kept in DNE office
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		K-SSR pg. 17 Appendix C – 26 facilities available with room for growth (currently have 28 nursing students)
	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		K-SSR pg. 17 – local hospital (SRHC) is primary site with other groups; SRHC changed to new system (CastleBranch) for scheduling – have had some issues but SRHC is working w/ programs to adapt; KWU is one of 2 schools given first options at scheduling

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		K-SSR pg. 17 – Contracts have appropriate language
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		SRHC tour & observe students in clinical: mental health – 2 students and leadership/capstone – 1 student. Met w/ OB unit director also. All staff very complimentary of students and faculty.
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 years (first time candidates) **NCLEX 1 st time test taker pass rate standard moved from 75% to 80% beginning Jan.1, 2022	Self-Study		X	K-SSR pg. 18 2018: 75% (3/4) 2019: 100% (2/2) 2020: 100% (4/4) 2021: 75% (3/4) 2022: 67% (10/15)
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 sig. issues
	Budget procedures		X		K-SSR pg. 19 DNE serves on Institutional Direction Committee where fiscal and physical resources are reviewed with development and implementation integrated into the SP. Used zero-based budgeting system for couple of years but have gone back to previous system
Advisory Committee	Review Advisory Committee minutes	On-Site VRR	X		K-SSR pg. 19 Minutes well organized with review of program and program outcomes consistent

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site Zoom	X		See interview list below; did meet w/ President and Provost by Zoom during the CCNE visit (March 20-22). Both very complimentary of the DNE Director and the work she has done supporting the Division. University Administration very supportive of nursing.
	General education and required support course faculty	On-Site	X		Met w/ Gen Ed faculty – no concerns. Nursing does simulation activities with social work; general faculty collaborate with nursing faculty and are invested in the success of the nursing program.
	Support services	On-Site	X		See Interview list below
	Students	On-Site	X		<ul style="list-style-type: none"> Met with 20+ pre-nursing students – they like the personal attention they receive from the dept. They like the small class sizes, and everyone mentioned the Student Success Coordinator, Gerri. Involved w/ Student Nurse Org. as pre-nursing students. Met w/ 16 nursing students (11 Jr. / 5 Sr.) – all complimentary of the nursing program; they participate in governance and know the chain of command for issues;
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine	Chief Nursing Officer	On-Site	X		Met with Luanne Smith, CNO, SRHC
	Staff RN's	On-Site	X		2 staff nurses working with students

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
adequacy of facility to meet expected program outcomes					on mental health unit; faculty – Sarah Kingman Met w/ Lori Faerber, Unit Manager for OB – no students today
	Preceptors	On-Site	n/a		No precepted experiences available
	Individuals conducting observational experiences	On-Site	n/a		No observation available with current courses
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ USB VRR	X		K-SSR pg. 19 CCNE SSR, Section IV.A. and Appendix C & BB Well organized with data, assessments, and actions – trending since 2017
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		K-SSR pg. 19; VRR Noted use in faculty minutes and Advisory minutes

Interviews conducted during site-visit:

Administration: by Zoom on 3/21/23

- Matthew Thompson, PhD, President/CEO
- Damon Kraft, PhD, Provost

Classroom Observation: (recorded class & simulation)

NURS 355 – Mental Health Nursing; Faculty- Andrea Picklesimer MSN, RN; 18 junior students – good interaction b/w faculty and students with “active” learning strategies to engage students

Clinical Site:

Salina Regional Medical Center
NURS 355 Mental Health Nursing Clinical
Faculty: Sarah Kingman, MSN, RN
5 junior students

General Education Faculty: and Curriculum Committee members

- Dr. Anita Specht – History Professor; Chair of curriculum committee
- Dr. Daniel Botz- Business Professor, Curriculum Committee
- Jasmin Dauner- Registrar. Curriculum Committee
- Elizabeth Tharman - Biology Professor, teaches A &P
- Dr. Steve Hoekstra - Psych Professor, Developmental Psychology, Statistics
- Kelly Hopkins - Social Worker; Teaches Developmental Psych; Vicarious Trauma (Elective)
- Dr. James Townsend - Division Chair, Natural Sciences; teaches chemistry
- Lesa Dunn – Asst. Professor, Division of Health Sciences; Curriculum Committee

Dept. of Nursing Education: Janeane Houchin, MSN, RN – Director of Nursing Education

Nursing Faculty:

- Wendy Gibson, MSN, RN, CHSE - Skills and Sim Lab Coordinator
- Sarah Kingan, MSN, RN - Associate Professor
- Bridgette Crosson, MSN, RN – Associate Professor
- Linda Henningsen, MSN, RN – Asst. Professor (retired, teaching part-time)
- Kathy Sweeney, MSN, RN – Asst. Professor (tenure track)
- Jerri Zwegardt, MSN RN – Asst. Professor; Nursing Success Coordinator (tenure track)
- Andrea Picklesimer, MSN, RN – Asst. Professor (tenure track)

Advisory Committee / Community of Interest:

- LuAnn Puvogel MBA,BSN,RN - CEO, Salina Regional Surgical Center
- Tammie Schneider, BSN, RN - Clinical Nurse Coordinator, Salina Regional Health Department
- LuAnne Smith MBA, BSN, RN - Salina Regional Health Center (SRHC), CNO
- Mary Quinley MBA, BSN, RN - Salina Regional Health Center, Board of Trustees
- Jonna Struble MSN, RN, CCRN Director of Organizational Development, SRHC
- Alice Brown ADN, RN - Family Health Center
- Debra Bengston BSN, RN – Administrator, Accessible Home Care

Student Support Services:

- JD Koons, Director of Student Success Center
- Sarah Zehnder, Director of Library Services

Departmental Stakeholders:

- Annetta Flax, Interim CFO
- Becky Mathews, Director of Human Resources
- Ken Oliver, VP of Advancement, Marketing and Admissions
- Amanda McLaughlin, Director of Financial Aid
- Bridget Weiser, Executive Director of Student Development
- Miguel Parades, Director of Athletics
- Dr. Bill Backlin, Academic Dean
- Jasmin Dauner- Registrar

Nursing Dept. Support staff:

- Jerri Zwegardt, Asst. Professor and Nursing Student Success Coordinator
- Anita Strommen, DNE Administrative Assistant

Students: met first w/ pre-nursing group (20+) and then with nursing students (16)

- like small class size and personal attention, they receive from nursing dept. Feel faculty always very willing to help. Communication good. Program very integrated with the college. About 75% of students are also athletes. Many in the nursing program! Athletes maintain their scholarship money for athletics for 4 years even if they don't play for 4 years once they reach the nursing program.

Strengths:

- Every semester the program meets with all athletics, coaches, clinical coordinators and students to discuss clinical expectations and expectations of the program.
- Students are active in Governance- even advocated for a change in the exam schedule for Pharmacology (more exams).
- Every four weeks grades are reviewed by the nursing faculty and those deemed at risk have a successful plan developed. All exam scores and ATI predictor scores and grade trackers are reviewed.
- Supportive administration.
- Faculty Salaries are competitive in the market. Faculty are supportive of the nursing program initiatives. Faculty retention is noted.
- General Education faculty are collaborative and invested in the vision of the nursing department.
- Student Success coordinator position is positive and supports student retention.
- Pre-Nursing are involved early in the program, they know the nursing faculty advisor and are active in SNO (Student Nurse Organization).
- Endowed Chair position supported by Salina Regional Healthcare
- Salina Regional Health Foundation and Salina Regional Health Center funded the renovation for the Nursing Education Center
- In total 3 million raised. Total cost 4.5 million to support the Nursing Education Center.

Opportunities:

- Update the process to ensure all KSBN documentation is in all of the faculty files.

Recommendations:

- Continue to work on strategies to improve the first-time pass rates
- Recommended reapproval for time period of national accreditation.

DRAFT

Major **Kansas State Board of Nursing**
Minor Curriculum Change for Nursing Programs
60-2-104 (g) Prelicensure
Must be received at least 30
days before the board meeting

RECEIVED
APR 11 2023
KSBN EDUCATION

Date: March 30, 2023

Name of Program: BSN

Program Administrator Jenny Manry, DNP, APRN-C
Include credentials:

Parent Institution: Fort Hays State University

Address of Institution: 600 Park Street

Hays, Kansas 67601

Level of the
Program for
which the change
Is being requested BSN

Briefly describe the
Change being
requested: We are requesting to have the mode of delivery changed
from in-person to virtual or hybrid for two courses (NURS
313 Nursing Professional Development and NURS 322
Evidence-Based Practice) within the pre-licensure
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



FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

NURSING

March 30, 2023

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 Bachelor's of Science in Nursing (BSN) program.

Enclosed please find the following documents:

- Section I. Faculty support.
- Section II. Table showing the current curriculum and proposed curriculum.
- Section III. Tables showing course changes and rationale.

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

Section I. Faculty support.

Undergraduate Faculty Support for BSN Major Curriculum Change March 2023:

Change mode of delivery of NURS 313 to hybrid and NURS 322 to virtual starting Fall 2023.

Jordan Petz Jordan Petz

Christina Lawver Christina Lawver

Lisa Brening Lisa Brening

Kelly Cole Kelly Cole

Karla Johnston Karla Johnston

Katy Amrein Katy Amrein

Shauna Keil Shauna Keil

Christine Hober Christine Hober

Tracey Post Tracey Post

Tanya Smith Tanya Smith

Section II. Table showing the current curriculum and proposed curriculum.

Current Curriculum (120 credit hours)			Proposed Curriculum (120 credit hours)		
Bolded = Pre-req for BSN program; Other Gen Ed course			Bolded = Pre-req for BSN program; Other Gen Ed course		
Course ID	Course Name	Credit Hrs	Course ID	Course Name	Credit Hrs
BIOL 100	Human Biology	3	BIOL 100	Human Biology (NPS)	3
PSY 100	General Psychology (SBS 1)	3	PSY 100	General Psychology (SBS 1)	3
ENG 101	English Comp I	3	ENG 101	English Comp I	3
TEEL 231	Human Growth & Development	3	TEEL 231	Human Growth & Development	3
IDS 101	Freshman Seminar	1	IDS 101	Freshman Seminar	1
ENG 102	English Comp II	3	ENG 102	English Comp II	3
COMM 100	Oral Communication	3	COMM 100	Oral Communication	3
BIOL 240	Microbiology	3	BIOL 240	Microbiology	3
BIOL 240L	Microbiology Lab	1	BIOL 240L	Microbiology Lab	1
MATH 110	College Algebra	3	MATH 110	College Algebra	3
MATH 240	Elements of Statistics	3	MATH 240	Elements of Statistics	3
BIOL 230	Human Anatomy & Phys I	3	BIOL 230	Human Anatomy & Phys I	3
BIOL 230L	Human Anatomy & Phys I lab	1	BIOL 230L	Human Anatomy & Phys I lab	1
	IDA 1	3		IDA 1	3
	Arts/Humanities 1	3		Arts/Humanities 1	3
BIOL 231	Human Anatomy & Phys II	3	BIOL 231	Human Anatomy & Phys II	3
BIOL 231L	Human Anatomy & Phys II lab (NPS)	1	BIOL 231L	Human Anatomy & Phys II lab (NPS)	1
	Free elective	3		Free elective	3
HHP 230	Principles of Nutrition	3	HHP 230	Principles of Nutrition	3
	IDA 2	3		IDA 2	3
	Social Behavioral Science 2	3		Social Behavioral Science 2	3
PHIL 330	Bioethics (A/H 2)	3	PHIL 330	Bioethics (A/H 2)	3
CHEM 100	Molecules & Society	2	CHEM 100	Molecules & Society	2
NURS 282	Foundations of Nursing Care	2	NURS 282	Foundations of Nursing Care	2
NURS 282L	Foundations of Nursing Care Practicum	1	NURS 282L	Foundations of Nursing Care Practicum	1
NURS 313	Nursing Professional Development	2	NURS 313 hybrid	Nursing Professional Development	2
NURS 303	Health Assessment	3	NURS 303	Health Assessment	3
NURS 303L	Health Assessment Lab	1	NURS 303L	Health Assessment Lab	1
NURS 310L	Nursing Skills Lab	2	NURS 310L	Nursing Skills Lab	2
NURS 306	Pathophysiology	3	NURS 306	Pathophysiology	3
NURS 290	Math Calculations for Medication Adm.	2	NURS 290	Math Calculations for Medication Adm.	2
NURS 311	Acute Nursing Care	4	NURS 311	Acute Nursing Care	4
NURS 311L	Acute Nursing Care Practicum	2	NURS 311L	Acute Nursing Care Practicum	2
NURS 330	Chronic Nursing Care	4	NURS 330	Chronic Nursing Care	4
NURS 330L	Chronic Nursing Care Practicum	2	NURS 330L	Chronic Nursing Care Practicum	2
NURS 340	Pharmacology 1	3	NURS 340	Pharmacology 1	3
NURS 430	Complex Nursing Care	4	NURS 430	Complex Nursing Care	4
NURS 430L	Complex Nursing Care Practicum	2	NURS 430L	Complex Nursing Care Practicum	2
NURS 420	Maternal, Infant & Pediatric Nursing Care	3	NURS 420	Maternal, Infant & Pediatric Nursing Care	3
NURS 420L	Maternal, Infant & Pediatric Nursing Care Practicum	2	NURS 420L	Maternal, Infant & Pediatric Nursing Care Practicum	2
NURS 341	Pharmacology 2	2	NURS 341	Pharmacology 2	2
NURS 322	Evidence Based Practice	2	NURS 322V	Evidence Based Practice	2
NURS 429	Community Nursing Care	3	NURS 429	Community Nursing Care	3

NURS 429L	Community Nursing Care Practicum	1		NURS 429L	Community Nursing Care Practicum	1
NURS 431V	Nursing Management in Healthcare	3		NURS 431V	Nursing Management in Healthcare	3
NURS 413	Transition to Practice	3		NURS 413	Transition to Practice	3
NURS 431L	Capstone	4		NURS 431L	Capstone	4
	Lab hours 1:2 Practicum hours 1:3				Lab hours 1:2 Practicum hours 1:3	

Section III. Tables showing course changes and rationale.

Change Request for Mode of Delivery:

We are requesting to have the mode of delivery changed from in-person to virtual or hybrid for two courses (NURS 313 Nursing Professional Development and NURS 322 Evidence-Based Practice) within the pre-licensure program starting fall 2023. Changing to hybrid/virtual for these courses will allow the students more flexibility with their schedules at the Junior 1 and Senior 1 levels. These two courses are non-NCLEX style courses that have content that can be assessed through assignments versus high-stakes testing.

NURS 313 Nursing Professional Development 2 credits (Junior 1 level) <u>Course Description:</u> Students in this course will explore the history and philosophy of nursing. Students will be introduced to the roles and ethical/legal responsibilities of a professional nurse. This course also provides background for nursing informatics and professionalism.	Fall 2023 and forward - hybrid
NURS 322 Evidence-Based Practice 2 credits (Senior 1 level) <u>Course Description:</u> The purpose of this course is to investigate the processes required to interpret, evaluate, and integrate information into nursing practice for problem solving. This course includes the basic concepts of evidence-based research for nursing practice, and an analysis of qualitative and quantitative research methods.	Fall 2023 and forward - virtual

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: April 4, 2023

Name of Program: Barton Nursing-Assoc. Degree

Program Administrator
including credentials: Renae Skelton, MSN, RN

Parent Institution: Barton Community College

Address of Institution: 245 NE 30 Road
Great Bend, KS 67530

Level of the Program
for which the change
is being requested: Associate Degree

Briefly describe the
Change being requested: Decrease Mental Health NursingII from
4 credit hours to 3 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.



RECEIVED

APR 21 2023

KSBN EDUCATION

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

Dear Janelle,

Please find enclosed a Major Curriculum Change request from Barton Community College Nursing Program. The Nursing Faculty at Barton is requesting to decrease NURS 1208 Mental Health Nursing II from 4 credit hours to 3 credit hours. We are submitting this for review and approval by the Kansas State Board of Nursing.

If approved, we would plan to implement the reduced course hours in the of Spring 2024. The accompanying documents outline the rationale for the change, and include a table showing the proposed changes.

Thank you for your consideration

Sincerely,

A handwritten signature in black ink that reads "Renae Skelton".

Renae Skelton, MSN, RN

Director of Nursing Education

Barton Community College Major Curriculum Change

Rationale for the change: Barton has been conducting a comprehensive review of general education requirements, as well as individual degree requirements. As we reviewed NURS 1208 Mental Health Nursing II, several valid points were made to reduce this from 4 credit hours to three. The new course would include 2 hours of didactic and 1 hour of clinical.

- 1) Our students receive 2 hours of Mental Health at the PN level and 4 hours at the Associate Degree for a total of 6, which is more than other programs similar to ours.
- 2) Our students encounter patients with mental health conditions in other clinical areas such as Med-Surg, ER, and OB. This provides them with opportunities to care for various mental health conditions, in a variety of settings.
- 3) This decrease in hours would then precipitate moving our RN Leadership course to the spring semester. This would give students 9 credit hours in the fall and 10 credit hours in the spring.

Faculty Involvement: This change was proposed by Mrs. Kara Brauer who teaches NURS 1208 Mental Health Nursing II. She met with our executive director and Dean to propose this change. Mrs. Brauer brought up how many students were caring for patients with mental illness during other course clinicals. Mrs. Brauer shared that students encountered depressed and suicidal patients during Med-Surg clinicals. Mrs. Brauer shared that our students historically do well in Mental Health and that the didactic content will remain the same. NURS 1208 is team-taught, and Ms. Kendra Smith and Mrs. Jill Lawson also had input into this decision. Faculty also discussed reinforcing mental health concepts during all clinical experiences including Medical-Surgical and OB.

Current NURS 1208	Proposed NURS 1208	Comments
2 hours of didactic content	2 hours of didactic content	No change
(2 cr) 90 hours of mental health clinicals	(1cr) 45 hours of mental health clinicals	Reduced number of clinicals for this course

<p>Course Outcomes, Competencies and Supplemental Competencies</p> <p>A. Examine the components of a cognitive, mental and behavioral health assessment on patients across the lifespan with mental health disorders. (SLO 1, 4, QSEN 1)</p> <ol style="list-style-type: none"> 1. Perform a general mental health assessment of patients experiencing mental health alterations. 2. Identify significant assessment data as it relates to individual patients experiencing mental health alterations. <p>B. Adhere to ethical, legal and professional standards in the provision of care for patients with mental health disorders. (SLO 2, QSEN 1, 2, 5)</p> <ol style="list-style-type: none"> 1. Provide nursing care according to professional standards of practice. 2. Display professional accountability 	<p>Course Outcomes, Competencies and Supplemental Competencies</p> <p>A. Examine the components of a cognitive, mental and behavioral health assessment on patients across the lifespan with mental health disorders. (SLO 1, 4, QSEN 1)</p> <ol style="list-style-type: none"> 1. Perform a general mental health assessment of patients experiencing mental health alterations. 2. Identify significant assessment data as it relates to individual patients experiencing mental health alterations. <p>B. Adhere to ethical, legal and professional standards in the provision of care for patients with mental health disorders. (SLO 2, QSEN 1, 2, 5)</p> <ol style="list-style-type: none"> 1. Provide nursing care according to professional standards of practice. 2. Display professional accountability 	<p>No changes to course outcomes or competencies.</p>
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<p>and responsibility in a mental health setting.</p> <p>3. Demonstrate ethical and legal principles while participating in the care of patients experiencing mental health alterations.</p> <p>4. Provide nursing care according to regulatory guidelines and institution policies.</p> <p>C. Participate as a member of the interprofessional healthcare team in the provision of safe, quality care of patients experiencing mental health alterations. (SLO 1, 3, QSEN 1, 2)</p> <p>1. Examine the role of the registered nurse in providing patient-centered care as a member of the mental healthcare team.</p> <p>2. Analyze contributions of other individuals and groups in helping patients and families achieve mental health goals.</p>	<p>and responsibility in a mental health setting.</p> <p>3. Demonstrate ethical and legal principles while participating in the care of patients experiencing mental health alterations.</p> <p>4. Provide nursing care according to regulatory guidelines and institution policies.</p> <p>C. Participate as a member of the interprofessional healthcare team in the provision of safe, quality care of patients experiencing mental health alterations. (SLO 1, 3, QSEN 1, 2)</p> <p>1. Examine the role of the registered nurse in providing patient-centered care as a member of the mental healthcare team.</p> <p>2. Analyze contributions of other individuals and groups in helping patients and families achieve mental health goals.</p>	
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<p>3. Examine patient care needs and advocate for patients and families with respect for culture, preferences, values, and beliefs.</p> <p>D. Demonstrate effective clinical judgment when participating in the provision of safe, quality care to patients with mental health disorders. (SLO 1, 4, 5, 6, QSEN 1, 3, 5)</p> <ol style="list-style-type: none"> 1. Analyze strategies that provide a safe environment for patients, self, and others while supporting quality patient-centered care. 2. Implement National Patient Safety Goals. 3. Develop an individualized evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions incorporating education for patients and families. 4. Integrate knowledge of pharmacological, 	<p>3. Examine patient care needs and advocate for patients and families with respect for culture, preferences, values, and beliefs.</p> <p>D. Demonstrate effective clinical judgment when participating in the provision of safe, quality care to patients with mental health disorders. (SLO 1, 4, 5, 6, QSEN 1, 3, 5)</p> <ol style="list-style-type: none"> 1. Analyze strategies that provide a safe environment for patients, self, and others while supporting quality patient-centered care. 2. Implement National Patient Safety Goals. 3. Develop an individualized evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions incorporating education for patients and families. 4. Integrate knowledge of pharmacological, 	
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<p>nutrition, and established evidence-based practices when caring for patients experiencing mental health alterations.</p> <p>E. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team. (SLO 1, 7, QSEN 1, 2)</p> <ol style="list-style-type: none"> 1. Implement methods of effective communication when interacting with members of the healthcare team. 2. Analyze concepts related to therapeutic use of self when providing care to patients and families experiencing mental illness. 3. Evaluate verbal and nonverbal communication techniques to promote a trusting environment, 	<p>nutrition, and established evidence-based practices when caring for patients experiencing mental health alterations.</p> <p>E. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team. (SLO 1, 7, QSEN 1, 2)</p> <ol style="list-style-type: none"> 1. Implement methods of effective communication when interacting with members of the healthcare team. 2. Analyze concepts related to therapeutic use of self when providing care to patients and families experiencing mental illness. 3. Evaluate verbal and nonverbal communication techniques to promote a trusting environment, 	
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therapeutic relationships and shared decision making with patients and families.	therapeutic relationships and shared decision making with patients and families.	
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Course Description

This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors, as well as promoting and maintaining the mental health of individuals and families. The concepts of patient-centered care, professionalism, clinical judgment and therapeutic communication are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in a variety of settings.

Prerequisite(s)

LPN license, NURS 1257 and NURS 1259 with a minimum grade of 80% (B) and a satisfactory rating in clinical/lab in each course

RECEIVED

MAY 1 2023

**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

KSBN EDUCATION

Date: April 24, 2023

Name of Program: Baker University School of Nursing

Program Administrator including credentials: Libby Rosen, PhD, RN, Dean and Professor

Parent Institution: Baker University

Address of Institution: 1500 SW 10th Street
Topeka, Kansas 66604

Level of the Program for which the change is being requested Pre-licensure BSN Program- 2nd Semester

Briefly describe the change being requested:

1) Restructuring of NU 381 Pharmacology 2 course to a hybrid course, 5 lectures will be held in the seats and 10 lectures will be online. Pharmacology 2 builds on content mastered in NU 301 Pharmacology 1 and provides further in-depth instruction of the characteristics of major drug groups and selected individual drugs in terms of: Mechanism(s) of action, indications for use, contraindication(s) to use, expected therapeutic effects, common or serious adverse effects and accurate administration. Pharmacogenomics will be incorporated in course content as well which will help students identify maximizing the intended use of certain medications, reducing adverse drug reactions, speed time to achieve therapeutic benefit as well as decreasing the chance of side effects and dependencies. Individuals who are fast or slow metabolizers as well as transgender individuals on hormonal therapy will benefit from this pharmacology content in nursing education. Teaching modalities will continue to utilize lectures, audiovisuals, case studies, virtual simulation and secure tests to ensure competency. This restructuring will afford students the opportunity to continue to gain the knowledge needed to be successful in our program with the flexibility of part-time online participation. No changes in resources are needed.

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 (See appendix A)
- 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.

Appendix A

Denise Johnson, MSN, APRN, FNP-BC Assistant Professor provided the following description of the change process:

Baker University School of Nursing (BSON) continues to uphold high standards of education for our nursing students. Restructuring Pharmacology 2 (2 credit hours) will continue to offer challenging coursework, while at the same time offer flexibility for online participation as well. With the challenges of Covid-19 and the preparation of students to meet all program outcomes, students are familiar with and comfortable with online course preparation and participation. Becoming hybrid will allow students a decrease in travel saving gas and time for 10 weeks of the course. This is the only didactic course for this level on the day offered. This restructuring will afford nursing students the opportunity to be successful in course content in NU 381 Pharmacology 2 while reducing time and cost burden for them. In addition, the pharmacogenomics aspect of medications and the impact of hormone therapy in transgender patients will be included in the content.

The Educational Programs and Curriculum (EPC) BSON committee met on 4/24 and unanimously voted to approve this change to the curriculum. The full faculty approved the change by electronic vote on 4/27/23. The change will be made to the student handbook following Board of Nursing approval.

NU 381 Pharmacology 2- Current Course	NU 381 Pharmacology 2- Proposed changes.
All classes are in the seats.	<ul style="list-style-type: none">• The first two classes will be in the seats and will be a review of previous materials and medication calculation review and activities.• The Midterm exam will be in the seats with didactic to follow.• The ATI exam for Pharm 2 will be in the seats with review for the final to follow.• The Final exam will be in the seats.• The other 10 classes will be synchronous on-line.
Addition of pharmacogenomics. Addition of care of transgender individuals.	<ul style="list-style-type: none">• Specific cases and examples will be used related to the impact of both pharmacogenomics and the care of transgender individuals on hormone therapy and the impact on medications.



UNIVERSITY OF SAINT MARY

Division of Nursing

Summary of major curriculum change request Pre-Licensure BSN-RN
program

April 24, 2023

To: Kansas State Board of Nursing Education Committee

Dear Kansas State Board of Nursing Education Committee,

Please allow this letter to serve as the major Curriculum Change Notification request that effects the University of Saint Mary Pre-Licensure BSN-RN program.

The attached letter and appendices provide a description of the change being requested.

Summary of Major Curricular Change Pre-Licensure BSN -RN program:

The Pre-Licensure BSN-RN programs faculty have consistently noted Drug Calculations in Nursing to be a significant area of weakness with our BSN-RN nursing cohorts with hours of time spent on remediation practices in order to get students to meet the 100% Nursing Drug Calculations exam benchmark which is required prior to entry into the clinical practice setting. In a response to this challenge a specific drug calculations course was created to reinforce nursing drug calculations and medication safety in nursing. This course was piloted in the first semester with positive reviews from students and faculty. Some nursing seniors have even elected to take the course to support their future practice.

Other areas of change proposed by BSN faculty was the need for labs to reinforce nursing skills and safety practices throughout the curriculum as opposed to just Foundations of Nursing and Health Promotion.

In a response to this need 0.5 credit hour labs were added to NU(AT) 340 Medical Surgical I nursing, NU(AT) 441 Medical Surgical II Nursing, NU(AT) 542 Medical Surgical III Nursing and NU(AT) 325 Maternal Child Health. This change will incorporate 15 hours of dedicated time for students to review skills developed in Foundations and prior Medical Surgical Nursing courses and to develop new skills special to the Medical Surgical Nursing didactic course they are enrolled in.

The above curriculum revisions were proposed to the BSN-RN program faculty with overwhelming support for ongoing program improvements from the BSN-RN program, Division of Nursing and University governance.

Below is a map of the new verses old curriculum for review.

Appendix A

Old Verses New Course outline with proposed Curriculum changes

Jr. FALL SEMESTER & Trad_1st semester Accelerated New Curriculum		Jr. FALL SEMESTER & Trad_1st semester Accelerated Old Curriculum	
CREDITS	COURSE	CREDITS	COURSE
5	NU(AT) 305 Foundations of Nursing and Health Promotion	5	NU(AT) 305 Foundations of Nursing and Health Promotion
4	NU(AT) 322 Health Assessment with lab and clinical	3	NU(AT) 330 Pathophysiology/Pharmacology I
3	NU(AT) 330 Pathophysiology/ Pharmacology I	4	NU(AT) 322 Health Assessment with lab and clinical
1	NU(AT) 101 Drug Calculations for Nursing		
13		12	
Jr. FALL SEMESTER & Trad_2nd semester Accelerated		Jr. FALL SEMESTER & Trad_2nd semester Accelerated	
CREDITS	COURSE	CREDITS	COURSE
3	NU(AT)331 Patho/Pharmacology II	3	NU(AT)331 Patho/Pharmacology II
5	NU(AT) 340 Medical Surgical Nursing I	5	NU(AT) 340 Medical Surgical Nursing I
0.5	NL NU(AT) 340 Medical Surgical Nursing I Lab	5	NU(AT) 325 Maternal Child Health
5	NU(AT) 325 Maternal Child Health	3	NU(AT)433 Aging and End of life care in Nursing
0.5	NLNU(AT) 325 Maternal Child Health lab		
3	NU(AT)433 Aging and End of life care in Nursing		
17		16	
Sr. Spring SEMESTER Trad &_3rd semester Accelerated		Sr. Spring SEMESTER Trad &_3rd semester Accelerated	
CREDITS	COURSE	CREDITS	COURSE
5	NU(AT) 441 Medical Surgical Nursing II	5	NU(AT) 441 Medical Surgical Nursing II
0.5	NL NU(AT) 441 Medical Surgical Nursing II Lab		
3	NU(AT) 465 Behavioral Health Nursing	3	NU(AT) 465 Behavioral Health Nursing
3	NU(AT) 497 Populations	3	NU(AT) 497 Populations
3	NU(AT) 412 Research and Evidence Based Practice	3	NU(AT) 412 Research and Evidence Based Practice
14.5		14	
Sr. Spring SEMESTER Traditional_4th semester Accelerated		Sr. Spring SEMESTER Traditional_4th semester Accelerated	
CREDITS	COURSE	CREDITS	COURSE
5	NU(AT)542 Medical Surgical Nursing III	5	NU(AT)542 Medical Surgical Nursing III
0.5	NL NU(AT)542 Medical Surgical Nursing III		
4	NU(AT) 541 Leadership and management of Care	4	NU(AT) 541 Leadership and management of Care
5	NU(AT) 585 Senior Capstone in Nursing	5	NU(AT) 585 Senior Capstone in Nursing
14.5		14	

59 - total credit hours (NEW)

56 - total credit hours (old)

Appendix B

Summary of clinical, sim and lab hours

Fall					Spring		
			Junior Year Nursing		Junior Year Nursing		
Credits	Seat Hours/Clinical Hour/Lab /Sim time	Hours per week in class Trad/Accelerated	Course	Crs	Course	Seat Hours/Clinical Hour/Lab /Sim time	Hours per week in class Trad/Accelerated
4	60	3.75hrs/7.5hrs	NU(AT) 305 Foundations of Nursing and Health Promotion	3	NU(AT) 331 Patho/Pharmacology II	45	2.8hrs/5.6hrs
1	30	1.8hrs/3.75hrs	NL NU(AT) 305 Foundations of Nursing and Health Promotion	3	NU(AT) 340 Medical Surgical Nursing I	45	2.8hrs/5.6hrs
2.5	37.5	2.3hrs/4.6hrs	NU(AT) 322 Health Assessment	1.5	NCNU(AT) 340 Medical Surgical Nursing I	72	NA
1	30	1.8hrs/3.75hrs	NLNU(AT) 322 Health Assessment	0.5	SIMNU(AT) 340 Medical Surgical Nursing I	18	NA
0.5	24	NA	NCNU(AT) 322 Health Assessment	0.5	NLNU(AT) 340 Medical Surgical Nursing I	15	Lab
3	45	2.8hrs/5.6hrs	NU(AT) 330 Pathophysiology/ Pharmacology I	3	NU(AT) 325 Maternal Child Health	45	2.8hrs/5.6hrs
1	15	1hr/1.8hrs	NU(AT) 101 Drug Calculations for Nursing	1.5	NCNU(AT) 325 Maternal Child Health	72	NA
				0.5	SIMNU(AT) 325 Maternal Child Health	18	NA
				0.5	NLNU(AT) 325 Maternal Child Health	15	Lab
				3	NU(AT) 433 Aging and End of life care in Nursing	45	2.8hrs/5.6hrs
13			credits	16			

Fall					Spring		
			Senior Year Nursing		Senior Year Nursing		
Crs	Seat Hours/Clinical Hour/Lab /Sim time	Hours per week in class Trad/Accelerated	Course	Crs	Course	Seat Hours/Clinical Hour/Lab /Sim time	Hours per week in class Trad/Accelerated
3	45	2.8hrs/5.6hrs	NU(AT) 441 Medical Surgical Nursing II	3	NU(AT) 542 Medical Surgical Nursing III	45	2.8hrs/5.6hrs
1.5	72	NA	NCNU(AT) 441 Medical Surgical Nursing II	1.5	NCNU(AT) 542 Medical Surgical Nursing III	72	NA
0.5	18	NA	SIMNU(AT) 441 Medical Surgical Nursing II	0.5	SIMNU(AT) 542 Medical Surgical Nursing III	18	NA
0.5	15	Lab	NLNU(AT) 441 Medical Surgical Nursing II	0.5	NLNU(AT) 542 Medical Surgical Nursing III	15	Lab
2	30	1.8hrs/3.75hrs	NU(AT) 465 Behavioral Health Nursing	3	NU(AT) 541 Leadership Roles in Nursing	45	2.8hrs/5.6hrs
0.75	36	NA	NCNU(AT) 465 Behavioral Health Nursing	1	NCNU(AT) 541 Leadership Roles in Nursing	45	NA
0.25	9	NA	SIMNU(AT) 465 Behavioral Health Nursing	2	NU(AT) 585 Senior Capstone in Nursing	30	1.8hrs/3.75hrs
2	30	1.8hrs/3.75hrs	NU(AT) 497 Populations	3	NCNU(AT) 585 Senior Capstone in Nursing	135	NA
1	45	NA	NCNU(AT) 497 Populations	3	General Education – PMNU 390 Mission Healthcare or UL theology (may take during Gen ed)	45	2.8hrs/5.6hrs
3	45	2.8hrs/5.6hrs	NU(AT) 412 Research and Evidence Based Practice				
14			credits	17	credits		

**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

4-24-23

Date: _____
Name of Program: University of Saint Mary Nursing Division
Program Administrator including credentials: University of Saint Mary
Parent Institution: University of Saint Mary
Address of Institution: 4100 S 4th Street , Leavenworth, KS

Level of the Program for which the change is being requested: Pre-Licensure BSN-RN
Briefly describe the Change being requested: Add 0.5 credit lab to support Maternal Child Health Course
Concepts and specialty skills.

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.

**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: 4-24-2023

Name of Program: University of Saint Mary Division of Nursing

Program Administrator including credentials: Michelle Birdashaw, DNP, APRN

Parent Institution: University of Saint Mary

Address of Institution: 4100 S 4th Street
Leavenworth, KS 66048

Level of the Program for which the change is being requested: Pre-Licensure BSN-RN

Briefly describe the Change being requested: Add 0.5 credit Lab course to all MS courses.
NU(AT) 340 Medical Surgical I nursing _NU(AT) 441 Medical Surgical II Nursing _
NU(AT) 542 Medical Surgical III

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.

**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
4-23-2023

Date: _____

Name of Program: _____
University of Saint Mary Division of Nursing

Program Administrator including credentials: _____
— Michelle Birdashaw, DNP, APRN
Division Chair Nursing

Parent Institution: _____
University of Saint Mary

Address of Institution: _____
— 4100 S 4th Street, Leavenworth, KS

Level of the Program for which the change is being requested: _____
— Pre-Licensure BSN-RN

Briefly describe the Change being requested: _____
— Add 1 credit hour Online Drug Calculations in Nursing Course to the required Nursing curriculum.

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.

**University of Saint Mary Nursing Division
Meeting Minutes**

Committee/Meeting Title: March 2023 Division Meeting

Date: March 16th

Invited: Michelle Birdashaw, Karen Kidder, Kelly Siler, Ginger Vaughn-Pullin, Carol Fosmoe, Laura Lamphear, Becky Brown, Kirsten McGuire, Lindsey Ness-Hunkin, Nancy Hernandez, Mary Christine, Tina Howard, Elizabeth Kinney, Michelle Krakar, Ivory Baldwin, Melanie Stroda, Whitney Watts, Bonna Holladay

Absent: Bonna Holladay, Kirsten McGuire,

Student Representatives: Sarah Rodgers and Alesha Mahone

Staff members: Whitney Watts, Nancy Hernandez, Bonna Holladay

Recorder of the Minutes: Whitney Watts

Zoom Link:

Join Zoom Meeting

<https://zoom.us/j/96481369971?pwd=ektlalRWM3B1dEprYmUxZHFQMct1UT09&from=addon>

Agenda Item	Discussion	Follow-up	Responsible Party
Review of Previous Meeting Minutes	Motion to Approve Previous Minutes: 1 st : Krakar 2 nd : Ginger The motion was passed.		
Review of Agenda	Agenda items added: None Motion to Approve Agenda: 1 st : Lindsey 2 nd : Ginger The motion was passed.		

Agenda:	Faculty Annual Evaluations –process Documents in ADP		Ginger Lindsey Michelle
Agenda Item :	Graduation and Pinning Thursday May 4 th at 3pm practice. Friday May 5 th 3pm Pinning in the chapel. Convocation April 26 th –mandatory for undergrad faculty. TBD but believe it's 3pm.		
Agenda Item :	Strategic Planning –evaluation coming		Michelle
Agenda Item :	End of course evaluations: Still low- strategies for improving responses? Mentor/advisor evaluations: reminder to connect with students and encourage participation		Ginger Lindsey Michelle
Agenda Item:	Admission for BSN trad: 18 with 13 deposited Admissions for BSN Accelerated: 16 with 13 deposited Admissions for MSN: 4 in progress Admissions for FNP: 4 deposited		Ginger Lindsey Nancy Whitney
Agenda Item:	BSN Updates: Test before transcripts BSN meeting coming out- continued work essentials.		Ginger Lindsey

	<p>Lindsey Vance Interview March 31st 9am-simulation coordinator</p> <p>Amy Berkely – declined, continued open faculty position</p> <p>MSN updates: NA</p>		
Governance Items:	<p>BSN-</p> <p>BSN Faculty approved a change to the Grading Scale criteria, Admission Criteria and progression criteria.</p> <p>Additional of labs to all MS and Maternal Child health courses.</p> <p>BSN faculty approved the addition of a 0.5 credit lab to all clinical courses which includes the below courses and credit hours. This will help reinforce skills and safety concepts throughout the curriculum.</p> <p>NU(AT) 340 Med Surg I (0.5 credits) NU(AT) 441 Med Surg II (0.5 credits) NU(AT) 542 MS III Complex Care (0.5 credits) NU(AT) 325 Maternal Child Health (0.5 credits).</p> <p>MSN/FNP Recently passed: NU 611 removed -- FNP incorporated into coursework -- MSN to take HCMGT 720 MSN admin students required to take MGT 701 (no longer option) MSN admin students optional NU 710 or MGT 711</p> <p>FYI – move to online format for teach out FYI – working on exam policies</p>		Ginger Lindsey
Old Business	<p>Any updates: Essentials: BSN finishing up mapping, Grad is completed NGN</p>		

	Professionalism & work ethic for students- This ongoing business?		
Announcements/Reminders	Faculty departures Melanie and Karen Kidder celebration of retirements and new opportunities. Liz Kinney and Michelle Krakar will be in Leavenworth May 3rd		Michelle
Future Meeting Topics	NA		
Adjourn:	1600		

**University of Saint Mary BSN Nursing
Meeting Minutes**

Committee/Meeting Title: BSN Monthly Meeting – April 2023

Date: 1/12/2023, Called to order @ 9:22

Attendance: Lindsey Ness-Hunkin, Ivory Baldwin, Christine Mary, Michelle Krakar, Becky Brown, Carol Fosmoe, Kelly Siler

Not in attendance: Michelle Birdashaw, Laura Lamphear, Melanie Stroda

Student Representatives: None

Staff members: None

Recorder of the Minutes: Lindsey Ness-Hunkin

Agenda Item	Discussion	Follow-up	Responsible Party
Welcome and acknowledge any Guest		None	Lindsey Ness-Hunkin
Review of previous meeting Minutes	Motion to Approve February BSN Meeting Minutes: Ivory Baldwin Motion to 2 nd : Lindsey Ness-Hunkin Meeting Minutes Approved	None	
Review of Agenda	Motion to Approve Nov Meeting Agenda: Kelly Siler Motion to 2 nd : Becky Brown Review of Agenda Approved	None	
Agenda Item 1:	MedSurg I, II, III & MCH lab syllabi/policy changes reviewed with faculty.		

	Motion to Approve: Kelly Siler Motion to 2 nd : Becky Brown Unanimous vote to approve changes.		
Agenda Item 2:			
Agenda Item 3:			
Old Business	<ul style="list-style-type: none"> • ATI Product Alignment 	<ul style="list-style-type: none"> • Lindsey to send out copy to faculty 	<ul style="list-style-type: none"> • Lindsey Ness-Hunkin
New Business Items	<ul style="list-style-type: none"> • Attendance for clinical shells required • Final exam schedule/ATI retake dates reviewed • ATI grading recommended policy reviewed. • End of semester reports/Course report/Clinical verification hours form • Essential Mapping • Intro to Nursing Course on hold • ATI pulse scores: AT 93%, SR 85%. • Faculty Interviews: Deb M. & Lindsay V. 	<ul style="list-style-type: none"> • All faculty / clinical instructors • L. Vance no show • Deb M. follow up 	<ul style="list-style-type: none"> • Lindsey Ness-Hunkin

Announcements/Reminders	<ul style="list-style-type: none"> • Last Day for WP/WF 4/24 • Spring Convocation 5/26 • Final grades due 5/5 by 5 pm • Pinning Practice: 5/4 at 3pm • Pinning Ceremony: 5/5 at 3 pm • Spring Convocation: 5/6 		
Future Meeting Topics	<ul style="list-style-type: none"> • Essentials Mapping • Clinical Charting with Nurse Think Templates 		
Date of Next Meeting	5/16/2023 @ 1000 room 334		
Adjourn	Motion to Adjourn: Ivory Baldwin Motion to 2 nd : Lindsey Ness-Hunkin Meeting Adjourned @ 1121		

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: April 28, 2023

Name of Program: University of Saint Mary MSN FNP Program

Program Administrator including credentials: Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN

Parent Institution: University of Saint Mary

Address of Institution: 4100 S. 4th Street
Leavenworth, KS 66048

Level of the Program for which the change is being requested: Graduate

Briefly describe the Change being requested: Curricular changes including: 1)increasing overall clinical hours, 2) removing the statistics and informatics course, 3) revising and combining primary care courses, and 4) creating evidence-based practice project 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

Graduate Program Major Curriculum Change Request
60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

☒ Any significant change in the plan of curriculum organization

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

☐ any change in content

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**

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. 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.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

University of Saint Mary MSN FNP Program Graduate Program Major Curriculum Change Request

Curriculum Organization Change

Rationale: USM is moving their MSN FNP program online, and as part of the transition online we will be changing the current program completion plan. The program will still be completed over the course of 2 years and contain the same amount of credit hours as previously; however the timing and make-up of courses will be altered slightly. This will assist students in having more time for FNP-specific courses while also giving a dedicated course for their evidence-based projects. Students will also have increased clinical hours, and the organization of the curriculum layout makes those increased hours manageable to complete. There will be no changes in resources necessary for this change to be implemented. Current faculty and staff resources are sufficient, and students will continue to use current USM student resources. A review of the curriculum changes is in the associated narrative under "Change in Content". Below shows the old curriculum organization plan and the new curriculum plan.

Old Curriculum Organization Plan:



FNP On-Ground Program Completion Plan

Year 1

Fall A 8 weeks	Fall B 8 weeks	Spring A 8 weeks	Spring B 8 weeks	Summer A 8 weeks	Summer B 8 weeks
NU 701 Foundations of Advanced Practice Nursing (3)	NU 611 Informatics in Nursing (2) NU 641 Statistics for Health Care (1)	NU 703 Analysis & Utilization of Research (3)	NU 705 Health Care Policy & Ethics (3)	NUFP 712 Quality & Safety (3)	NUFP 770 Advanced Pathophysiology (3)

18 ch

Year 2

Fall A 8 weeks	Fall B 8 weeks	Spring A 8 weeks	Spring B 8 weeks	Summer A 8 weeks	Summer B 8 weeks
NUFP 771 Advanced Health Assessment and Diagnostic Reasoning (5)	NUFP 772 Pharmacotherapeut ics for the APRN Prescriber (3)	NUFP 780 Primary Care I Management of the Adult/Geriatric Population (6)	NUFP 782 Primary Care 2 Management of Childbearing Families (6)	NUFP 784 Primary Care 3 Management of Children, Families, and Populations (6)	NUFP 786 Clinical Capstone and Practicum (6)

32 ch

50 ch

New Curriculum Organization Plan:

FNP Online Program Completion Plan

There is a prerequisite requirement of a 3-credit hour graduate statistics course prior to starting the program. If a student has not completed this, they may take this course through USM prior to NU 703. There is a required virtual synchronous orientation day prior to your first course.

Year 1

Fall A 8 weeks	Fall B 8 weeks	Spring A 8 weeks	Spring B 8 weeks	Summer A 8 weeks	Summer B 8 weeks
NU 701 Foundations of Advanced Practice Nursing (3)	NU 705 Health Care Policy & Ethics (3)	NU 703 Analysis & Utilization of Research (3)	NU 712 Quality & Safety (3)		
Fall 16 weeks		Spring 16 weeks		Summer 16 weeks	
NUFP 770 Advanced Pathophysiology (3)		NUFP 772 Pharmacotherapeutics for the APRN Prescriber (3) **		NUFP 773 Advanced Health Assessment & Diagnostic Reasoning for the FNP Provider (3 credit didactic, 1 credit lab, 1 credit clinical)*	

23 CA

Year 2

Fall A 8 weeks	Fall B 8 weeks	Spring A 8 weeks	Spring B 8 weeks	Summer A 8 weeks	Summer B 8 weeks
		NU 760 Evidence Based Project 1 (1)	NU 761 Evidence Based Project 2 (1)	NU 762 Evidence Based Project 3 (1)	
Fall 16 weeks		Spring 16 weeks		Summer 16 weeks	
NUFP 781 Primary Care 1 – Management of the Adult and Geriatric Populations (4 credit didactic, 4 credit clinical (240 hours)) **		NUFP 783 Primary Care 2 – Management of Pediatric and Childbearing Families (4 credit didactic, 4 credit clinical (240 hours)) **		NUFP 785 Primary Care 3 – Clinical Capstone and Practicum (3 credit didactic, 1 credit lab, 4 credit clinical (240 hours)) ***	

27

50 hrs

- *Health Assessment On-Ground Intensive session during week 14 (TBD)- 3 days on ground for 30 lab hours; will also include 60 clinical hours
- **Includes telehealth standard
- ***Clinical Capstone & Practicum presentation conference (30



boards, and student poster

Change in Curricular Content

The University of Saint Mary MSN FNP Program updated its curricular content to incorporate the New Essentials and give students a better curricular experience. This includes the following changes:

1. Removing NU 641 Statistics for Health Care (1 credit) course
 - a. Rationale: The NU 641 course was a 1 credit hour statistics course that did not give a wide breadth of statistical knowledge for our nurse practitioner students. We have removed this course from the curriculum plan. To accommodate for this, we have made a 3 credit hour graduate statistics course a prerequisite for our FNP program. If a student is not able to complete that prerequisite prior to starting the program, USM does have a 3-credit hour graduate statistics course that students can take during their first Fall semester in the program.
2. Removing NU 611 Informatics in Nursing (2 credit) course
 - a. Rationale: The NU 611 course had informatics content that was also discussed in other courses throughout the program. Removing this course decreased duplication of that content and allowed our program to use those credit hours for other course creation that was necessary. The informatics content that was in NU 611 and is required of the New Essentials is incorporated into the following courses:
 - i. NU 701 Foundations of Nursing
 - ii. NU 705 Healthcare Policy and Ethics
 - iii. NU 712 Quality and Safety
 - iv. NUFP 773 Advanced Health Assessment and Diagnostic Reasoning
 - v. Primary Care Courses (NUFP 781, NUFP 783, NUFP 785)
3. Increasing clinical hours for the program as a whole
 - a. Rationale: In response to NTF's criteria, Standard III requiring nurse practitioner tracks to have at least 750 clinical hours, USM increased its overall clinical hours to 780. The increase is in adding 60 clinical hours to our health assessment course. The breakdown of those hours is as follows:
 - i. NUFP 773 Advanced Health Assessment and Diagnostic Reasoning for the FNP Provider – 60 clinical hours
 - ii. NUFP 781 Primary Care 1 Management of the Adult and Geriatric Populations – 240 clinical hours
 - iii. NUFP 783 Primary Care 2 Management of Pediatric and Childbearing Families – 240 clinical hours
 - iv. NUFP 785 Primary Care 3 Clinical Capstone and Practicum – 240 clinical hours
4. Changing the breakdown of course credit in advanced health assessment course
 - a. Rationale: The previous NUFP 771 Advanced Health Assessment and Diagnostic Reasoning course was a 5-credit hour course with 3 credits of didactic, and 2 credits of lab time. We have changed the breakdown of those hours in our new NUFP 773 Advanced Health Assessment and Diagnostic Reasoning for the FNP

Provider course to be 3 credits of didactic, 1 credit of lab, and 1 credit of clinical. The 1 credit of lab translates to 30 hours in the lab, which is adequate time for our FNP students to learn procedures, participate in a standardized patient experience, and complete head to toe checkoffs on skills. This gives us 1 credit that we can dedicate to clinical hours.

5. Creating new primary care courses

- a. Rationale: Previous primary care courses were 8 weeks each, with 180 clinical hours required during those 8 weeks. Based on feedback from students and faculty, a 16-week course with 240 clinical hours was thought to be more manageable for learning and clinical rotation completion. We had had four primary care courses, 6 credit hours each, that took 2 semesters to complete (8 weeks each). We have transitioned to three primary care courses, each 8 credit hours, and each over the course of 16 weeks (taking a total of 3 semesters). We combined the women's health and pediatric courses together and moved some of the female health content into the new Primary Care 1 course. The previous four primary care courses were 24 credit hours, and the new three are still at 24 credit hours, keeping the overall credit hours the same. A table of the old courses vs the new courses is listed below:

Old Course	New Course
NUFP 780: Primary Care I – Management of the Adult/Geriatric Population (6 credits, 180 clinical hours)	NUFP 781 Primary Care 1 Management of the Adult and Geriatric Populations (8 credits, 240 clinical hours)
NUFP 782: Primary Care II – Management of Childbearing Families (6 credits, 180 clinical hours) AND NUFP 784: Primary Care III -- Management of Children, Families, and Populations (6 credits, 180 clinical hours)	NUFP 783 Primary Care 2 Management of Pediatric and Childbearing Families (8 credits, 240 clinical hours)
NUFP 786: Clinical Capstone and Practicum (6 credits, 180 clinical hours)	NUFP 785 Primary Care 3 Clinical Capstone and Practicum (8 credits, 240 clinical hours)

6. Creating three evidence-based practice project courses

- a. Rationale: Previously, the final FNP evidence-based practice project was incorporated into the primary care courses. This did not give adequate time nor

dedication to the project through either faculty or student attention. Creating individual courses specifically for the project's completion will give dedicated time and faculty to the projects. The new courses are:

- i. NU 760 Evidence Based Project 1 (1 credit)
- ii. NU 761 Evidence Based Project 2 (1 credit)
- iii. NU 762 Evidence Based Project 3 (1 credit)

Of note, students entering in the fall of 2023 will be on the new curriculum above. The current cohort of FNP students who will graduate in 2024 will continue with the currently in place curriculum and courses until they are taught out. After the teach-out is complete, the old courses will be removed from the university catalog and only the new curriculum detailed above will be offered.

Course Descriptions:

Course descriptions for the new or changed courses are as follows:

NUFP 773 Advanced Health Assessment and Diagnostic Reasoning for the FNP Provider (5 credits, 60 clinical hours):

Builds on previous knowledge and skills in health assessment, therapeutic communication, and patient teaching. Examines the method of diagnostic reasoning as the context for integration of comprehensive assessment data for patients throughout the lifespan. Utilizes physiological, psychological, sociocultural, genetic, and developmental assessment skills across the lifespan. Explores patterns of disease or injury using epidemiological data and addresses analysis and documentation of findings via electronic health records (EHR). Utilizes culturally responsive patient teaching to promote health, prevent illness, and manage disease processes.

This course also includes 30 hours (1 credit hour) dedicated to an intensive lab session. During the intensive lab session, students will come to campus for in-person experiential learning including a review of assessment skills, advanced health assessment skills check-offs, standardized patient experiences, and learning common office procedures. The course will utilize the learning lab as well as the Human Anatomy Lab throughout this intensive lab session.

In addition, this course includes 60 clinical hours (1 credit hour). These clinical hours are face to face direct patient care hours which serve as an introduction to the provider role in the clinical setting and provides students will the opportunity to practice assessment skills learned.

NU 760 Evidence Based Project 1 (1 credit):

This course synthesizes theoretical knowledge and practice skills acquired from core and specialty focus courses. Recognizing the potential interplay of legal, economic, political, regulatory, educational, health and/or ethical factors, the student identifies a problem related to their specialty focus (educator, administrator, or nurse practitioner) that is amenable to an evidence-based intervention. In this course, the student will develop a PICOT question, search the literature, and evaluate evidence-based interventions that would address the identified problem with the guidance of a master's or doctorate-prepared preceptor or faculty chair. In the second course for the project, the student will write a proposal for implementation of a project

utilizing the evidence collected. In the final course for the project, students will complete the final scholarly paper and disseminate the process and plan for outcome evaluation in a presentation.

Prerequisites: NU 701, NU 705, NU 703, and NU 712

NU 761 Evidence Based Project 2 (1 credit):

This course synthesizes theoretical knowledge and practice skills acquired from core and specialty focus courses. Recognizing the potential interplay of legal, economic, political, regulatory, educational, health and/or ethical factors, the student identifies a problem related to their specialty focus (educator, administrator, or nurse practitioner) that is amenable to an evidence-based intervention. The student developed a PICOT question, searched the literature, and evaluated evidence-based interventions that would address the identified problem with the guidance of a master's or doctorate-prepared preceptor or faculty chair. In this second course for the project, the student will write a proposal for implementation of a project utilizing the evidence collected. In the final course for the project, students will complete the final scholarly paper and disseminate the process and plan for outcome evaluation in a presentation.

Prerequisites: NU 760 Evidence Based Project 1

NU 762 Evidence Based Project 3 (1 credit)

This course synthesizes theoretical knowledge and practice skills acquired from core and specialty focus courses. Recognizing the potential interplay of legal, economic, political, regulatory, educational, health and/or ethical factors, the student identifies a problem related to their specialty focus (educator, administrator, or nurse practitioner) that is amenable to an evidence-based intervention. The student developed a PICOT question, searched the literature, and evaluated evidence-based interventions that would address the identified problem with the guidance of a master's or doctorate-prepared preceptor or faculty chair. The student then wrote a proposal for implementation of a project utilizing the evidence collected. In this final course for the project, students will complete the final scholarly paper and disseminate the process and plan for outcome evaluation in a presentation.

Prerequisites: NU 761 Evidence Based Project 2

NUFP 781 Primary Care 1 Management of the Adult and Geriatric Populations (8 credits, 240 clinical hours):

This course, which includes 4 credit hours of clinical experience, provides the FNP student with the knowledge, practical skills, and clinical reasoning to manage the adult and geriatric patient populations. The primary care management of these populations will be emphasized in this course, including both acute and chronic health conditions. The clinical component of this course will expose the FNP student to a health care setting that manages the adult and geriatric populations. Students will conduct assessments and develop a plan of care, under the direct supervision of the preceptor.

NUFP 783 Primary Care 2 Management of Pediatric and Childbearing Families (8 credits, 240 clinical hours)

This course, which includes 4 credit hours of clinical experience, provides the FNP student with the knowledge, practical skills, and clinical reasoning to manage women's health issues (including family planning, gender-related care, and care of the pregnant or lactating patient) and pediatric patients in a primary care setting. The clinical component of this course allows the FNP student to gain experience in the management of pediatric and women's health patients in the primary care setting, as well as continue to expand the skills and knowledge needed for clinical management of primary care patients. A preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

NUFP 785 Primary Care 3 Clinical Capstone and Practicum (8 credits, 240 clinical hours):

This course, which includes 4 credit hours of clinical experience, will focus on clinical competence in primary care settings by building on knowledge and skills gained in previous courses. The purpose of this cumulative course and its learning activities is to demonstrate synthesis and application of all MSN/FNP program learning outcomes and integrate Family Nurse Practitioner competencies in a systematic, practical, and scholarly manner. Through clinical experiences and classroom activities, students will build confidence as they begin the transition from the role of registered nurse to advanced practice nurse. Classroom activities will enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, quality and cost-effective care of patients in a dynamic healthcare system. Clinical experiences in primary care settings will provide students with the continued opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. The application of knowledge in the management of patients and collaboration among the advanced practice nurse and the patient, family, and interprofessional healthcare team are emphasized.

In addition, this course includes 1 credit hour dedicated to an intensive lab session which serves as the culminating experience in the program. During the intensive lab session, students will come to campus for in-person experiential learning and a professional development experience including oral boards and poster presentations.

Faculty Involvement

Faculty were involved in all of the above curricular changes through multiple graduate faculty meetings as well as individual FNP faculty meetings. Those meetings were held twice monthly over the 2022-2023 academic year and included discussion on curricular changes, the New Essentials, transitioning the courses from 8-week to 16-week implementation, and assigning faculty roles for updating any content necessary. Evidence of faculty involvement can be found in the attached meeting minutes where the changes above were voted on.

**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: 5/3/2023

Name of Program: KCKCC Practical Nursing Program

Program Administrator
including credentials: Susan Andersen, MSN, RN, CNE

Parent Institution: KCKCC

Address of Institution: 7250 State Ave
Kansas City, KS 66112

Level of the Program
for which the change
is being requested Practical Nursing

Briefly describe the
Change being requested: Change in delivery method for didactic coursework
for the Practical Nursing 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.

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 Major Curriculum Change Request

SP 23 Practical Nursing Program

Rationale: RE: Method of delivery

Request:

KCKCC would like to request permission to offer PN Program didactic courses in a hybrid and/or hyflex format. Didactic material for courses would be presented as online learning and all clinicals and lab sessions would be held on-ground in a face-to-face manner. To begin with, we will offer fall session on ground and spring session hybrid and/or hyflex. Depending on the success of the hybrid/hyflex option, we may eventually switch both cohorts to this learning delivery method.

Rationale and support for request:

1) The current KCKCC on-ground Practical Nursing program requires students to be in class/clinical/lab at least 4 days/week making it very difficult for many students to work or manage family responsibilities.

2) Faculty and administration have consulted with other programs in the KCKCC metro area and have learned that a flexible option would be better aligned with area programs. Area programs have flexible options for students not wishing to be in an on-ground full time program. KCKCC does not currently have a flexible option.

3) National nursing education consultant, Donna Ignatavicius indicates that many nursing programs across the US are effectively implementing hybrid/hyflex online learning for nursing.

4) Evidence supports online education being effective for teaching the didactic portion of nursing education.

5) KCKCC PN faculty have unanimously support this decision.

- KCKCC lead faculty member, Deb Taylor is currently enrolled in a course for best practices in online teaching skills. She has drafted lesson plans and learning activities and will mentor other faculty with what she has learned in her course.
- An additional faculty member who will be developing courses, Kathy Eblen has been certified by ACUE which demonstrates excellence in college instruction.
- The KCKCC Center for Teaching Excellence (CTE) Director, Tom Grady has confirmed that the CTE will provide support and assistance with developing distance learning materials and activities that are effective and use evidence-based teaching methods.
 - All faculty who will be developing coursework for this format will receive a copy of: Kelly, K & Zakrajsek, T. (2020) *Advancing online teaching: Creating equity-based digital learning environments (The Excellent teacher series)*. Stylus Publishing. This will serve as a resource as materials are developed for teaching in a hybrid/hyflex online format.

- Attached are samples of a proposed course calendar and a few sample lesson plans (including learning activities) for KSPN 107, Adult Health 1. Class modules would be online, asynchronous. Bi-weekly zoom sessions would be offered so that students would be able to have a chance to review material with the instructor in a synchronous manner if desired. If students choose not to attend these sessions, they will be recorded so that they can be viewed later.
 - KCKCC currently uses the KBOR Core Curriculum as written for the PN Program. All KBOR syllabi will be followed when developing course lesson plans and activities.
 - KCKCC Faculty have adopted a standardized Blackboard Format for all nursing courses to ensure consistency of presentation of material throughout the program. This will ensure ease of use for students and familiarity with web formatting and expectations for all courses.
 - KCKCC Faculty have a policy in place for identifying students at risk and creating Student Success Plans for any student not maintaining an 80% test average. This policy will be followed as written for any student in the program regardless of the learning format. This ensures that teachers will quickly identify anyone struggling with the course. The teacher will then work with the student one-on-one to develop a remediation plan for improving performance in the course. This will promote student retention.
 - Student didactic learning will be evaluated through exams and classroom activities. Skill performance will be evaluated live in the lab setting (KSPN 104, Foundations, KSPN 115 Safe Medication Administration, KSPN 107 Adult Health 1, KSPN 126 Maternal Child Nursing, and NUPN 100 all have lab components for skill performance where student skill performance will be evaluated face to face). Client care performance will be evaluated both in the clinical setting and in simulation lab activities (KSPN 104 Foundations Clinical, KSPN 108 Adult Health 1 Clinical, KSPN 123 Adult Health 2 Clinical, KSPN 126 Maternal Child Clinical).
- 6) Students will have technological support for distance learning from KCKCC.
- Laptops are available for check-out if needed.
 - The KCKCC Helpdesk is open Monday through Friday until 8 pm and on Saturdays it is available 7-330 pm to assist students and faculty with any technology needs. <https://www.kckcc.edu/technology/index.html>

- Online Education has a support website for all KCKCC learning technologies including Blackboard. This site is available 24/7 for students and faculty.
<https://blogs.kckcc.edu/online-education/>
 - The KCKCC Learning Commons and Library has a Virtual Library feature with chat, Ask a Librarian, and email assistance. Databases and resources are available online for literature searches. Online tutoring services are available for writing, math, and science and these services are free.
https://kckcc.libguides.com/Learning_Commons
 - Students will have nursing technology that will support what is being learned in class. The students will have the ATI complete package for NCLEX prep and virtual case study materials that can be assigned for distance learning. Additionally, students will have the Nurse Think CJ Sim Materials and books that will provide virtual learning activities for developing clinical judgment.
- 7) Student feedback was strongly supportive of this proposed format as this would provide students with some flexibility in completing needed coursework while balancing work and family commitments. Students also liked the idea that this program would still be completed in two semesters. KCKCC receives numerous calls/requests each day asking if courses are offered in hybrid or online formats.
 - 8) Applications to the program are very decreased (received 22 applications for 50 potential spots F22 and SP23). This decrease in enrollment reflects a nationwide trend. Offering courses using alternative formats would be helpful for students needing a more flexible option.
 - 9) The KCKCC Nursing Advisor receives multiple requests daily from clinical sites to share job opportunities with PN students. These sites report an increased need for LPNs in the Kansas City Metro area as hospitals are now recruiting LPNs to work in the acute care setting. This change would enable KCKCC to potentially attract more candidates to fill the program and produce more graduates.
 - 10) The KCKCC Nursing Advisory Board strongly supports implementing this learning format change. One of the Advisory Board members (Dr. Karin Roberts) completed her dissertation on the effectiveness of online learning in providing nursing education and especially supports this proposal.
 - 11) By implementing courses in a hybrid or hyflex environment, no additional clinical sites, classrooms, faculty or other resources will be needed. The KCKCC PN Program will be able to easily implement this program without additional resources. Online class section sizes are limited to 21 at KCKCC which will promote a learning environment where the teacher has ample time for regular and substantive engagement with students. With the small class size, teachers will easily be able to

determine if a student is not performing well or engaging with the material and will be able to quickly focus efforts to address concerns when they occur. This will promote student retention in the program.

March 2024

SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
					1	2
3	4	5	6	7	8	9
10	11 <i>Spring Break – NO SCHOOL</i>	12	13	14	15	16
17	18 Fluid & Electrolyte Imbalances	19	20	21	22 IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	23
24	25 Integumentary	26	27 Optional Live/Recorded Virtual Meeting 5-8 p.m. via Zoom	28	29 Fluid & Electrolyte Imbalance/Integumentary Exam IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4	30
31						

April 2024

SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
	1 Operative	2	3	4	5 IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	6
7	8 Endocrine	9	10 Optional Live/Recorded Virtual Meeting 5-8 p.m. via Zoom	11	12 Operative/Endocrine Exam IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	13
14	15 IV Therapy	16	17	18	19 IV Therapy Exam IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	20
21	22 Oxygenation	23	24 ATI Practice Exam A Optional Live/Recorded Virtual Meeting 5-8 p.m. via Zoom	25	26 IV Therapy Exam Remediation (if necessary IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	27
28	29 Cardiac	30			IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	

May 2024

SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
			1 Cardiac	2	3 Oxygenation/Cardiac Exam IV Therapy Lab – 11:30-1; 1-2:30; OR 2:30-4 Room 3702	4
5	6	7	8 Comprehensive Final Exam Review Virtual Meeting 5-8 p.m. via Zoom	9	10 Final Exam ATI Practice Exam A Remediation Due	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Intravenous Therapy Labs Schedule

Friday

Week 1	Preparing Intravenous Tubing Alaris Pump Setting Flow Rates
Week 2	Initiating Intravenous Therapy Dosage Calculation Mock Exam
Week 3	Initiating Intravenous Therapy Dosage Calculation Exam #1
Week 4	Intermittent Infusion Device Discontinuing Intravenous Device
Week 5	Replacing Intravenous Solution Replacing Intravenous Tubing Dosage Calculation Exam #2 (if not successful on #1)
Week 6	Application of Armboard Dressing Change – Peripheral Dressing Change – Central Access Intravenous Device
Week 7	Intravenous Piggyback Medication Administration Intravenous Push Medication Administration Admixing Intravenous Medications
Week 8	Dosage Calculation Exam #3 (if not successful on #1 or #2) <i>Following</i> <i>KSPN 107</i> <i>Final</i>

Concept and/or Exemplar (KSPN 107 Online)	Related Course Learning Outcome	Content Student Learning Outcome, Clinical and Theory	Learning Activity/Assessment	Evaluation
Module 1 – Alterations in Fluids & Electrolytes	<p>1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.</p> <p>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.</p> <p>3. Apply a basic level of knowledge of pathophysiology, pharmacology,</p>	<p>1.1 Recognize alterations in the laboratory values of urine osmolarity, and serum sodium, potassium, chloride, and phosphorus.</p> <p>1.2 Recognize clinical manifestations of fluid imbalances and alterations in sodium, potassium, chloride, calcium, and phosphorus.</p> <p>3.1 Apply knowledge of pathophysiology when planning care for clients with alterations in fluid balance.</p> <p>3.2 Apply knowledge of pathophysiology when planning care for clients with alterations in sodium, potassium, chloride, calcium, and phosphorus.</p> <p>3.3 Identify priority actions for clients with an alteration in fluid balance or sodium, potassium, chloride, calcium, and phosphorus.</p>	<p><u>Class Material</u></p> <p>Recorded Presentations</p> <ul style="list-style-type: none"> Pathophysiology & Management Manifestations Dosage Calculation Discussion Questions/Case Studies/Review Questions <p><u>Resources</u></p> <ul style="list-style-type: none"> Timby & Smith. <u>Medical-Surgical Nursing</u>. 12th Ed. Ch. 16, pgs. 223-238 Hadaway. <u>Infusion Therapy</u>. 5th Ed. Ch. 1, pgs. 3-19; Ch. 4, pgs. 193-197 <u>NurseThink NCLEX-PN Conceptual Review Guide</u> pgs. 136-143 <u>NurseThink Conceptual Clinical Cases</u> Fluid Balance pg. 19 and Electrolyte Balance pg. 20 ATI-<u>Adult Medical-Surgical</u> Nursing Unit 6, pgs. 239-258 <p><u>Support Activities</u></p> <ul style="list-style-type: none"> <i>Optional Live/Recorded Virtual Meeting Week 2 –Wednesday 5-8 p.m. via Zoom</i> Pre-Module Quiz https://forms.gle/JgXQg4LQt7qW4dTp8 Dosage Calculation Activity https://forms.gle/eLCjyv4ApGK3xYJCA Quiz Fluid &Electrolyte Grid NextGen Case Study Virtual Escape Room https://forms.gle/ULmmK8LAKYG1GKUf9 Kahoot! 	<p><u>Assignments</u></p> <ul style="list-style-type: none"> Discussion Forum Ticket to Lab Orientation Quiz <u>NurseThink Conceptual Clinical Cases</u> - Case 2: Alfredo Hernandez pg. 101 (<i>Will review during virtual meeting</i>) <p>Exam 1 (<i>Combined with Module 2 – Week 2</i>)</p>

	and nutrition as it relates to adult clients with commonly occurring health alterations that have predictable outcomes.		<ul style="list-style-type: none">• ATI VCS – Fluid Volume• Module 1 Study Guide Release - Thursday	
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Concept and/or Exemplar (KSPN 107 Online)	Related Course Learning Outcome	Content Student Learning Outcome, Clinical and Theory	Learning Activity/Assessment	Evaluation
Module 2 – Alterations in Integument	<p>1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.</p> <p>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.</p> <p>3. Describe the role of members of the health care team in regard to caring for clients with commonly occurring health alterations that have predictable outcomes.</p> <p>4. Apply a basic level of knowledge of</p>	<p>1.1 Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in integument</p> <p>4.1 Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in integument</p> <p>4.2 Identify priority actions for adults who have an alteration in integument</p> <p>4.3 Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to</p>	<p><u>Class Material</u></p> <p>Recorded Presentations (On-line)</p> <ul style="list-style-type: none"> • Pathophysiology & Management • Skin, Hair, and Nail Disorders • Burns • Pressure Injuries • Discussion Questions/Case Studies/Review Questions <p><u>Resources</u></p> <ul style="list-style-type: none"> • Timby & Smith. <u>Medical-Surgical Nursing</u>. 12th Ed. Ch. 64, pgs. 1191-1203; Ch. 65, pgs. 1204-1225; Ch. 66, pgs. 1226-1242 • <u>NurseThink NCLEX-PN Conceptual Review Guide</u> pgs. 340-341; 348-349; 354 • <u>ATI-Adult Medical-Surgical Nursing</u> Unit 11, pgs. 439-456 <p><u>Support Activities</u></p> <ul style="list-style-type: none"> • <i>Optional Live/Recorded Virtual Meeting Week 2 –Wednesday 5-8 p.m. via Zoom</i> • Pre-Module Quiz – https://forms.gle/hwysDAoLipfv9q329 • Quiz • Kahoot! • NextGen Case Study • Virtual Escape Room https://forms.gle/xTz9qNkeYwLYDgUo8 or https://forms.gle/gfUit3jugQUYvobTJ7 • ATI VCS – Fluid Volume • Exam Study Guide Release (Module 	<p><u>Assignments</u></p> <ul style="list-style-type: none"> • Discussion Forum • ATI Practice Exam Assignment • Ticket to Class (<i>Pathophysiology Review</i>) • Ticket to Lab • <u>NurseThink Conceptual Clinical Cases</u> - Case 1: Mattie Smith – pg 208 (<i>Will review during virtual meeting</i>) <p>Exam 1 (Combined with Module 1) - Friday prior to I.V. Therapy Lab</p>

	<p>pathophysiology, pharmacology, and nutrition as it relates to adult clients with commonly occurring health alterations that have predictable outcomes.</p> <p>5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families.</p> <p>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.</p> <p>7. Describe the health education needs experienced by clients with commonly occurring health alterations that have predictable outcomes.</p> <p>8. Describe strategies</p>	<p>adults who have an alteration in integument</p> <p>4.4 Recognize alterations in laboratory values related to alterations in integument</p> <p>7.1 Identify health care education and safety needs for adults who have an alteration in integument</p> <p>8.1 Discuss the correct use and functioning of therapeutic devices that support integument</p> <p>10.1 Describe the role of the nurse in providing quality care to adults who have an alteration in integument</p>	1 & 2) - Tuesday	
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	<p>that provide quality care in a safe environment for clients, self, and others.</p> <p>9. Discuss how organizational and time management skills are used when providing care to adult clients.</p> <p>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.</p>			
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Concept and/or Exemplar (KSPN 107 Online)	Related Course Learning Outcome	Content Student Learning Outcome, Clinical and Theory	Learning Activity/Assessment	Evaluation
Module 3 – Pre- and Postoperative Care	<p>1. 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.</p> <p>2. Describe the role of members of the health care team in regard to caring for clients with commonly occurring health alterations that have predictable outcomes.</p> <p>3. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition as it relates to adult clients with</p>	<p>1.1 Discuss the legal and ethical issues related to ensuring informed consent</p> <p>1.2 Intervene to provide a safe environment for the surgical client</p> <p>1.3 Differentiate between the various phases of the surgical experience (pre, peri, and postoperative) and identify the role of the nurse in each of these phases</p> <p>1.4 Differentiate between general and regional anesthesia and conscious sedation</p> <p>1.5 Describe the impact drugs used during a surgical procedure can have on drugs given in the</p>	<p><u>Class Material</u></p> <p>Recorded Presentations</p> <ul style="list-style-type: none"> • Preoperative • Intraoperative • Postoperative <p><u>Resources</u></p> <ul style="list-style-type: none"> • Timby & Smith. <u>Medical-Surgical Nursing</u>. 12th Ed. Ch. 14, pgs. 180-207 • <u>ATI-Adult Medical-Surgical Nursing</u>. Unit 14, pgs. 599-610 <p><u>Support Activities</u></p> <ul style="list-style-type: none"> • <i>Optional Live/Recorded Virtual Meeting Week 4 –Wednesday 5-8 p.m. via Zoom</i> • Pre-Quiz https://forms.gle/zri9veDvCbNxVrJs6 • Quiz • NextGen Case Study • Virtual Escape Room https://forms.gle/vCKfUuM932npc2Wp9 • Kahoot! • ATI – Comm – Client Undergoing Surgery • Module 3 Study Guide Release - Thursday 	<p><u>Assignments</u></p> <ul style="list-style-type: none"> • Discussion Forum • ATI Practice Exam • Ticket to Class • Ticket to Lab • <u>NurseThink</u> • <u>Conceptual Clinical Cases</u> - Case 1: Ava Maria Martinez – pg 74 (<i>Will review during virtual meeting</i>) <p>Exam 2 (Combined with Module 4)</p>

	<p>commonly occurring health alterations that have predictable outcomes.</p> <p>4. Describe the health education needs experienced by clients with commonly occurring health alterations that have predictable outcomes.</p> <p>5. 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.</p>	<p>immediate postoperative period</p> <p>1.6 Compare and contrast medications commonly given for postoperative pain, nausea, and vomiting</p> <p>1.7 Discuss the potential post-surgical and immobility complications and the nurses' role in preventing them (thromboemboli, pneumonia, atelectasis, wound infection, wound dehiscence and evisceration)</p> <p>1.8 List the responsibilities of the nurse when caring for a client in the immediate pre- and postoperative periods</p>		
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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: 5/3/2023

Name of Program: Washburn University DNP and PMHNP-Certificate Programs

Program Administrator
including credentials:

Jane Carpenter, PhD, MSN, RN



Parent Institution: Washburn University

Address of Institution:

1700 SW College Avenue

Topeka, KS 66621

Level of the Program
for which the change
is being requested

Graduate

Briefly describe the

Change being requested: To change the number, title, description, prerequisites,
outcomes, and credit hours for the advanced health
assessment in the DNP and PMHNP-Certificate Programs.

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

Graduate Program Major Curriculum Change Request
60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

- ☒ Any significant change in the plan of curriculum organization

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

- ☒ any change in content

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**

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. 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.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

Washburn University School of Nursing
Major Curriculum Revision
DNP and PMHNP-Certificate Programs

Description: To change the number, title, description, prerequisites, outcomes, and credit hours for the advanced health assessment and differential diagnosis lifespan course taught in the Washburn DNP and PMHNP-Certificate Programs. Proposed is removal of direct patient care clinical hours from the current advanced health assessment course. This will require an adjustment in how clinical hours are allocated in four of the DNP population foci tracks and one of the PMHNP-Certificate tracks.

Rationale: The proposed changes reflect the current focus and substantive didactic content of the course as it has evolved over time and emphasize the importance of students' demonstration of knowledge and skills before starting direct patient care clinical hours. This change also positions the Washburn advanced health assessment course to be in alignment with other programs that utilize didactic instruction and simulation without field placements.

Resources: Current faculty and student educational support resources are adequate for the proposed curriculum change.

The credit hour change proposed for advanced health assessment will decrease total clinical hours for DNP Program students and for PMHNP-Certificate students who need the health assessment course with lifespan focus. The removal of direct patient care clinical hours from advanced health assessment for BSN-DNP PMHNP and MSN-DNP (without NP) PMHNP will be mitigated through the addition of one clinical credit-hour (equivalent to 75 direct patient care clinical hours) in the final residency course. In addition, ten hours of alternative patient care experience will be required during residency.

Process: A task force of the graduate program faculty in both the DNP and PMHNP-Certificate programs was convened to work on curriculum revision. The task force used this opportunity to integrate competency recommendations proposed in the *AACN Essentials: Core Competencies for Professional Nursing Education* (2021), *NONPF Core NP Role Competencies* (2022), and the *National Task Force 2022 Standards for Quality Nurse Practitioner Education*. This course change is the final part of the larger Washburn DNP Program revision that has been in process. The proposed timeline for implementation of the final revision proposed here is Fall 2023.

	Current	Proposed
Course Number	NU 824	NU 829
Course Title	Advanced Health Assessment and Differential Diagnosis: Lifespan	Advanced Health Assessment and Differential Diagnosis Across the Lifespan

Course Description	<p>Provides opportunity to gain advanced health assessment skills essential for diagnostic reasoning and clinical decision making across the lifespan. Builds on knowledge of anatomy and physiology to discriminate between normal and abnormal physical and psychological states. Emphasis is placed on accurately collecting, analyzing, and interpreting patient/client data to guide evidence-based health promotion, disease prevention, and disease management. Directed learning to achieve life-span assessment skills is accomplished through use of age specific modular content and learning activities.</p> <p>Simulation Description: Students use virtual patients to apply a systematic approach to diagnostic reasoning, treatment plan development, patient-family education, and follow-up evaluation plans.</p> <p>Clinical Description: Preceptor-led application of patient evaluation process including comprehensive and/or episodic history and interview, physical examination, interpretation of diagnostic findings, and accurately differentiating diagnoses. This practicum requires development of treatment plans, patient-family education, and follow-up evaluation plans.</p>	<p>Provides opportunity to gain advanced health assessment skills essential for diagnostic reasoning and clinical decision making across the lifespan. Builds on knowledge of anatomy and physiology to discriminate between normal and abnormal physical and psychological states. Emphasis is placed on accurately collecting, analyzing, and interpreting patient/client data to guide evidence-based health promotion, disease prevention, and disease management. Directed learning to achieve life-span assessment skills is accomplished through use of age specific modular content and learning activities.</p> <p>Simulation Description: Students use virtual patients to apply a systematic approach to diagnostic reasoning, treatment plan development, patient-family education, and follow-up evaluation plans.</p> <p>No clinical hours will be required.</p>
Prerequisites	<p>Admission to Doctor of Nursing Program, NU 820: Advanced Pathophysiology and Satisfactory Completion (With 80% or Better Score) of the Pre-Skills Basic Health Assessment prior to the start of the semester.</p>	<p>Admission to the DNP Program or Post-graduate PMHNP Certificate Program or permission of the instructor; NU 820 Advanced Pathophysiology</p>
Credit Hours	<p>4 credit hours</p>	<p>3 credit hours</p>

Course Outcomes	1. Demonstrate advanced health assessment skills for obtaining a culturally and linguistically appropriate patient history and physical exam to achieve lifespan competency.	1. Demonstrate advanced health assessment skills for obtaining a culturally and linguistically appropriate patient history and physical exam to achieve lifespan competency.
	2. Identify normal and abnormal findings in physiological, psychological, cognitive, functional, and developmental status consistent with age, race, ethnic, and gender factors relevant to the context of care.	2. Identify normal and abnormal findings in physiological, psychological, cognitive, functional, and developmental status consistent with age, race, ethnic, and gender factors relevant to the context of care.
	3. Integrate foundational and advanced practice nursing assessment knowledge to inform clinical reasoning and to develop differential diagnoses related to assessment findings.	3. Integrate foundational and advanced practice nursing assessment knowledge to inform clinical reasoning and to develop differential diagnoses related to assessment findings.
	4. Integrate evidence-based care through synthesis of knowledge from nursing science and other disciplines.	4. Integrate evidence-based care through synthesis of knowledge from nursing science and other disciplines.
	5. Promote caring relationships to effect positive outcomes in the practice setting.	5. Promote caring relationships to effect positive outcomes in the practice setting.
	6. Demonstrate advanced communication skills in the delivery of person-centered healthcare.	6. Demonstrate advanced communication skills in needed for the delivery of person-centered healthcare.
	7. Utilize data and information from diverse health information technologies to inform practice and support quality patient care.	7. Utilize data and information from diverse health information technologies to inform practice and support quality patient care.
	8. Model respect for diversity, equity, and inclusion.	8. Model respect for diversity, equity, and inclusion.
	9. Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	9. Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

The following tables summarize how DNP program hours would be impacted by the proposed changes outlined above:

Proposed Changes per Individual DNP Program Tracks

BSN-DNP Family NP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Propose changing NU 824 Advanced Health Assessment (currently 4 credit-hours with combined didactic, simulation, and 105 precepted clinical hours) to proposed NU 829 Advanced Health Assessment (3 credit-hours of didactic and simulation, with no direct patient care clinical hours)	1 credit hour/105 clinical hours eliminated; 45 simulation hours retained in the didactic portion of new course	
Total Credit Hour Changes (loss of 1 credit hour)	1	
Clinical Hour Changes (net loss of 105 clinical hours)		

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation/Alternative Clinical Hours	Total Program Clinical Hours
Current	75	1080	195	1275
Proposed	74	975	195	1170

BSN-DNP Psychiatric-Mental Health NP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Propose changing NU 824 Advanced Health Assessment (currently 4 credit-hours with combined didactic, simulation, and 105 precepted clinical hours) to proposed NU 829 Advanced Health Assessment (3 credit-hours of didactic and simulation, with no direct patient care clinical hours)	1 credit hour/105 clinical hours eliminated; 45 simulation hours retained in the didactic portion of new course	
Propose adding 1 clinical credit hour (75 direct patient care clinical hours) to NU 904 Residency plus 10 hours of alternative clinical activity		1 clinical credit hour (75 direct patient care hours) + 10 alternative clinical hours added to NU 904
Total Credit Hour Changes (no change)	1	1
Clinical Hour Changes (net loss of 20 clinical hours)		

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	76	1020	45	1065
Proposed	76	990	55	1045

MSN-DNP (without NP) FNP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Propose changing NU 824 Advanced Health Assessment (currently 4 credit-hours with combined didactic, simulation, and 105 precepted clinical hours) to proposed NU 829 Advanced Health Assessment (3 credit-hours of didactic and simulation, with no direct patient care clinical hours)	1 credit hour/105 clinical hours eliminated; 45 simulation hours retained in the didactic portion of new course	
Total Credit Hour Changes (loss of 1 credit hour)	1	
Clinical Hour Changes (net loss of 105 clinical hours)		

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	71	1080	195	1275
Proposed	70	975	195	1170

MSN-DNP (without NP) PMHNP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Propose changing NU 824 Advanced Health Assessment (currently 4 credit-hours with combined didactic, simulation, and 105 precepted clinical hours) to proposed NU 829 Advanced Health Assessment (3 credit-hours of didactic and simulation, with no direct patient care clinical hours)	1 credit hour/105 clinical hours eliminated; 45 simulation hours retained in the didactic portion of new course	
Propose adding 1 clinical credit hour to NU 905 Residency		1 clinical credit hour (75 direct patient care hours) + 10 alternative clinical hours
Total Credit Hour Changes (no change)	1	1
Clinical Hour Changes (net loss of 20 clinical hours)		

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	72	1020	45	1065
Proposed	72	990	55	1045

No other DNP tracks are affected.

Proposed Changes per Individual PMHNP-Certificate Program Tracks

Post-Master Psychiatric Mental Health Nurse Practitioner Certificate: MSN Track (without 3 Ps)	Credit Hours Eliminated	Credit Hours Added
Propose changing NU 824 Advanced Health Assessment (currently 4 credit-hours with combined didactic, simulation, and 105 precepted clinical hours) to proposed NU 829 Advanced Health Assessment (3 credit-hours of didactic and simulation, with no direct patient care clinical hours)		
Total Credit Hour Changes (loss of 1 credit hour)	1	
Clinical Hour Changes (net loss of 105 clinical hours)		

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	33	645	45	690
Proposed	32	540	45	585

No other PMHNP-Certificate tracks are affected.

Approved DNP Program Revision Task Force 4/10/23
 Approved Graduate Education Committee 5/1/23

**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: 05/08/2023

Name of Program: KSPN Core Curriculum

Program Administrator including credentials: Christina Rudacille, Treasurer

Parent Institution: Kansas Council Practical Nurse Educators

Address of Institution: N/A

Level of the Program for which the change is being requested: PN

Briefly describe the Change being requested: The KCPNE, with the agreement of KBOR, is asking to eliminate the mandatory use of the KSPN Core Curriculum and allow PN programs to be aligned through the program outcomes and prerequisites.

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.

Graduate Program Major Curriculum Change Request
60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

☒ Any significant change in the plan of curriculum organization

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

☐ Any change in content

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**

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. 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.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify the Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

Graduate Program Major Curriculum Change Request

Submitted by Nurse Anesthesia Education Department



















University of Kansas


Donna Nyght, MS, DNP, CRNA, Department Chair

The KU Nurse Anesthesia Education Department is submitting a request for changes to the pharmacology courses. This is necessary due to the retirement of Dr. Tom Pazdernik, PhD. Dr. Pazdernik developed the pharmacology courses for the program and continued to teach as an adjunct professor after his retirement from the KU School of Medicine. This has presented an opportunity for CRNA faculty within the department to teach the pharmacology courses, and thereby relieving the program of the added financial costs of hiring an adjunct pharmacology instructor. Please note the following points for this request:

- Attachments
 - Old curriculum design
 - New curriculum design
 - Table comparing course objectives of old and new courses
 - Course descriptions of both old and new courses
 - KSBN change request form
- Instructor change due to retirement of Dr. Pazdernik
 - Dr. Britta Kindel, DNAP, will be lead faculty instructor
 - Dr. Paul Bennetts, PhD, will teach cardiac section and mentor Dr. Kindel
 - Dr. Tim Gengler, DNAP, will teach autonomic drug section
- Positive financial impact because CRNA faculty will teach courses
- Course changes have full support of all CRNA faculty members
- No change in credit hours
 - Pharmacology courses remain in same semesters as old curriculum design and are taught to first year students
 - Old courses were three one-hour courses per two semesters for six credit hours total
 - Fall semester first year: Pharm 761/762/763
 - Spring semester first year: Pharm 764/765/766
 - New courses
 - Fall semester first year: NURA 761, a three-hour course
 - Spring semester first year: NURA 764: a three-hour course
 - Both old and new courses taught in hybrid format
- Course changes were approved by KUMC Graduate Council on 5-4-23
- Notification of course changes sent to Council on Accreditation of Nurse Anesthesia Educational Programs
- NURA 761 will be taught in fall semester 2023 for first time
- NURA 764 will be taught in spring semester 2024 for first time




















Curriculum Design 2021-2024
University of Kansas – Doctor of Nurse Anesthesia Practice


SUMMER 2021			FALL 2021			SPRING 2022		
NURA 831	Advanced Chemistry/Physics 	2	NURA 833	Basic Principles of Anesthesia Practice	3	NURA 801	Introduction to Practicum	1
NURA 805	Clinical Anatomy	4	PHCL 761/762/763	Pharmacology	3	PHCL 765/764/766	Pharmacology	3
			NURA 806	Advanced Physiology 	4	NURA 809	Advanced Pathophysiology 	3
			NURA 835	Adv Physical Assessment and Patient Care Technology for Anesthesia	3	NURA 892	Applied Statistics and Analysis in Health Care	3
						NURA 889	Introduction to Theory, Research Methods & EBP 	3
	Total	6		Total	13		Total	13
SUMMER 2022			FALL 2022			SPRING 2023		
NURA 839	Regional Anesthesia/Pain Management 	3	NURA 811	Advanced Theory in Anesthesia I 	3	PRVM 826	Epidemiology for Adv Nursing Practice 	3
NURA 821	Advanced Practicum I	2	NURA 822	Advanced Practicum II	2	NURA 823	Advanced Practicum III	2
NURA 808	The Social Context for Health Care Policy 	2	NURA 800	Professional Aspects of Anesthesia 	3	NURA 812	Advanced Theory in Anesthesia II 	3
			NURA 901	Eval & Application of EBP in Anesthesia I 	1	NURA 902	Eval & Application of EBP in Anesthesia II 	1
	Total	7		Total	9		Total	9
SUMMER 2023			FALL 2023			SPRING 2024		
NURA 813	Advanced Theory in Anesthesia III 	2	NURA 814	Advanced Theory in Anesthesia IV 	3	NURA 815	Advanced Theory in Anesthesia V 	3
NURA 924	Advanced Practicum IV	2	NURA 925	Advanced Practicum V	2	NURA 926	Advanced Practicum VI	2
NURA 980	DNAP Scholarly Project	2	NURA 980	DNAP Scholarly Project	2	NURA 980	DNAP Scholarly Project	1
			NURA 903	Eval & Application of EBP in Anesthesia III 	1	NURA 904	Eval & Application of EBP in Anesthesia IV 	1
			NURA 912	Leadership in Nurse Anesthesia	1	NURA 913	Leadership in Nurse Anesthesia	1
						NURA 820	Information Systems & Data Mgmt in Anesthesia 	1
	Total	6		Total	9		Total	9

 Indicates web-based courses presented totally online. Other courses may have an online, integrated component.

Program Total = 81 Credit Hours

Curriculum Design 2023-2026
University of Kansas – Doctor of Nurse Anesthesia Practice

SUMMER 2023			FALL 2023			SPRING 2024		
NURA 805	Clinical Anatomy	4	NURA 806	Advanced Physiology 	4	NURA 801	Introduction to Practicum	1
NURA 831	Advanced Chemistry / Physics 	2	NURA 833	Basic Principles of Anesthesia Practice	3	NURA 809	Advanced Pathophysiology 	3
			NURA 835	Adv Physical Assessment and Patient Care Technology for Anesthesia	3	NURA 889	Introduction to Theory, Research Methods & EBP 	3
			NURA 761	Nurse Anesthesia Pharmacology I	3	NURA 892	Applied Statistics and Analysis in Health Care 	3
						NURA 764	Nurse Anesthesia Pharmacology II	3
	Total	6		Total	13		Total	13
SUMMER 2024			FALL 2024			SPRING 2025		
NURA 808	The Social Context for Health Care Policy 	2	NURA 800	Professional Aspects of Anesthesia 	3	NURA 812	Advanced Theory in Anesthesia II 	3
NURA 821	Advanced Practicum I	2	NURA 811	Advanced Theory in Anesthesia I 	3	NURA 823	Advanced Practicum III	2
NURA 839	Regional Anesthesia/ Pain Management 	3	NURA 822	Advanced Practicum II	2	NURA 902	Eval & Application of EBP in Anesthesia II 	1
			NURA 901	Eval & Application of EBP in Anesthesia I 	1	PRVM 826	Epidemiology for Adv Nursing Practice 	3
	Total	7		Total	9		Total	9
SUMMER 2025			FALL 2025			SPRING 2026		
NURA 813	Advanced Theory in Anesthesia III 	2	NURA 814	Advanced Theory in Anesthesia IV 	3	NURA 815	Advanced Theory in Anesthesia V 	3
NURA 924	Advanced Practicum IV	2	NURA 903	Eval & Application of EBP in Anesthesia III 	1	NURA 820	Information Systems & Data Mgmt in Anesthesia 	1
NURA 980	DNAP Scholarly Project	2	NURA 912	Leadership in Nurse Anesthesia	1	NURA 904	Eval & Application of EBP in Anesthesia IV 	1
			NURA 925	Advanced Practicum V	2	NURA 913	Leadership in Nurse Anesthesia	1
			NURA 980	DNAP Scholarly Project	2	NURA 926	Advanced Practicum VI	2
						NURA 980	DNAP Scholarly Project	1
	Total	6		Total	9		Total	9

 Indicates web-based courses presented totally online. Other courses may have an online, integrated component.

Program Total = 81 Credit Hours
Education 147

**Pharm 761- 1 Credit Hour
Course Objectives
Old Content (Fall 2022)**

1. Understand the general principles of pharmacokinetics and pharmacodynamics such as modes of drug permeation, absorption, distribution, biotransformation, excretion, agonists and antagonists, therapeutic index, and dose dependent toxicity.
2. Describe the clinical pharmacology of gastrointestinal disease drugs and immunosuppressive agents.

**Pharm 762- 1 Credit Hour
Course Objectives
Old Content (Fall 2022)**

1. Know the anatomical features that define the sympathetic and parasympathetic branches of the autonomic nervous system, with particular emphasis on primary autonomic neurotransmitters, end-organ specificity, and pharmacological modification of autonomic function.
2. Describe the basic pharmacology, mechanism of action, and clinical uses for skeletal muscle relaxants.

**Pharm 763- 1 Credit Hour
Course Objectives
Old Content (Fall 2022)**

1. Explain the therapeutic uses, pharmacokinetics, and pharmacodynamics for diuretics or other renal agents, autacoids, vasoactive peptides, antihypertensive drugs, coronary vasodilators, antiarrhythmic drugs, positive inotropic drugs, bronchodilators, and hypolipidemic drugs.

**NURA 761- 3 Credit Hour
Course Objectives
New Content (Fall 2023)**

1. Utilize pharmacologic theories and concepts to develop individualized anesthetic plans for clinical practice, to provide safe administration of drugs encountered in the perioperative anesthesia setting.
2. Discuss the general principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics and adverse effects.
3. Incorporate general principles of central nervous system (CNS) physiology, for the perioperative management of intravenous depressants (induction agents, hypnotics, and sedatives), volatile general anesthetics, opioid narcotics, and non-opioid analgesics.
4. Understand the general principles of the autonomic nervous system (ANS), to safely administer alpha-adrenergic, beta-adrenergic, anti-cholinergic drugs, as well as other agents that affect the ANS.
5. Incorporate understanding of cardiac, vascular, and renal pharmacology to describe the effects of perioperative drugs that affect these systems including antihypertensives, antiarrhythmics, vasodilators, vasoconstrictors, cardiac glycosides, serotonin, histamine, diuretics, anticoagulants and antilipidemics.

**Pharm 764- 1 Credit Hour
Course Objectives
Old Content (Spring 2023)**

1. Understand pharmacological considerations for central nervous system agents such as anxiolytics, sedatives, hypnotics, antipsychotics, antidepressants, antiepileptics, spasmolytics, anti-Parkinson drugs, opioid analgesics, and reversal agents.
2. Appreciate the characteristics of general anesthesia and anesthetics and recognize the clinical differences between inhalation, intravenous, and local anesthetics.

**Pharm 765- 1 Credit Hour
Course Objectives
Old Content (Spring 2023)**

1. Review general principles of chemotherapy and chemoprophylaxis and know the mechanism of action for antibacterial, antifungal, antiparasitic, antiviral, and anticancer chemotherapy.

**Pharm 766- 1 Credit Hour
Course Objectives
Old Content (Spring 2023)**

1. Know the physiological actions of hormones and medications used to regulate thyroid, parathyroid, pituitary, estrogen, progestin, and pancreatic hormones.
2. Discuss non-opioid analgesics, disease-modifying antirheumatic drugs, drugs for treating gout, drugs for treating coagulation disorders, drugs for treating anemia, and adrenocorticosteroids.

**NURA 764- 3 Credit Hours
Course Objectives
New Content (Spring 2024)**

1. Incorporate general principles of central nervous system (CNS) physiology to describe the anesthetic considerations for the administration of neuromuscular blocking drugs, and reversals, as well as the safe management of patients taking anti-Parkinson agents, anti-convulsants, anti-depressants, antipsychotic medications and drugs used for patients with myasthenia gravis.
2. State the general principles of endocrine function related to the use of thyroid drugs, insulin and other anti-glycemic agents, oxytocic medications and adrenal steroids.
3. Review pharmacologic principles relevant to the safe administration of common antiemetics used to prevent post-operative nausea and vomiting.
4. Discuss perioperative antibiotic administration including allergies, drug interactions, and antibiotic prophylaxis for surgical and dental procedures.
5. Utilize pharmacologic theories and concepts to develop individualized anesthetic plans for patients receiving chemotherapy.
6. Analyze respiratory pharmacology to understand appropriate pharmacologic concerns, interventions, and complications related to pulmonary diseases.
7. Describe the mechanism of action of local anesthetics and how they are used to provide analgesia.

PHARM 761: GENERAL PRINCIPLES OF PHARMACOLOGY

OLD COURSE DESCRIPTION FALL 2022

General principles of pharmacology, including pharmacokinetics, pharmacodynamics, adverse effects, pharmacotherapeutics plus miscellaneous agents (antacids, cathartics, biologicals). Open to advanced B.S. students and graduate students in Nursing, Allied Health, and other health related programs. Independent study program with use of computer assisted instruction, textbooks, syllabi, consultation with staff and exams as primary teaching instruments. Students are encouraged to complete this course the semester they enroll. If this course is not completed, students will receive an Incomplete grade.

PHARM 762: PHARMACOLOGY OF THE AUTONOMIC NERVOUS SYSTEM

OLD COURSE DESCRIPTION FALL 2022

General principles of the autonomic nervous system, cholinergics, muscarinics, nicotinic, neuromuscular blockers, beta adrenergics, alpha adrenergics, and miscellaneous ANS agents. Students are encouraged to complete this course the semester they enroll. If this course is not completed, students will receive an incomplete grade.

PHARM 763: CARDIOVASCULAR-RENAL PHARMACOLOGY

OLD COURSE DESCRIPTION FALL 2022

Antihypertensives, antiarrhythmics, vasodilators, cardiac glycosides, serotonin, histamine, polypeptides, diuretics, antilipidemics. Students are encouraged to complete this course the semester they enroll. If this course is not completed, students will receive an incomplete grade.

NURA 761: NURSE ANESTHESIA PHARMACOLOGY I

NEW COURSE DESCRIPTION FALL 2023

Welcome to Nurse Anesthesia Pharmacology I! The intent of this didactic course is to guide students in the acquisition, synthesis, and integration of advanced pharmacologic principles related to anesthesia practice. In this course, the student will acquire advanced pharmacologic knowledge pertinent to perioperative anesthetic management. This semester the focus will be on, but not limited to, the following areas: general pharmacology principles, intravenous induction agents, inhalation anesthetics, opioid and nonopioid analgesics, drugs that affect the autonomic nervous system, cardiovascular agents, and diuretics. The goal of this learning will be to enhance the student's critical analytical thinking, problem-solving skills, and ability to synthesize didactic information in the clinical environment.

PHARM 764: PHARMACOLOGY OF THE CENTRAL NERVOUS SYSTEM

OLD COURSE DESCRIPTION SPRING 2023

General principles of the central nervous system, stimulants, hallucinogens, depressants (hypnotics and sedatives), general and local anesthesia, antiparkinson agents, tranquilizers, analgesics, and anticonvulsants. Students are encouraged to complete this course the semester they enroll. If this course is not completed, students will receive an Incomplete grade.

PHARM 765: CHEMOTHERAPY

OLD COURSE DESCRIPTION SPRING 2023

Principles of chemotherapy, sulfonamides, penicillins, aminoglycosides, anticancer and antifungal agents, antimalarials, broad spectrum antibiotics, antiparasitic agents, and antiseptics. Students are encouraged to complete this course the semester they enroll. If this course is not completed, students will receive an Incomplete grade.

PHARM 766: BLOOD-ENDOCRINE PHARMACOLOGY

OLD COURSE DESCRIPTION SPRING 2023

General principles of endocrine function and use, thyroid drugs, insulin, sex hormones, oxytocics, adrenal steroids, anti-inflammatory agents, blood drugs, anticoagulants, and vitamins. Students are encouraged to complete this course the semester they enroll. If this course is not completed, students will receive an incomplete grade.

NURA 764: NURSE ANESTHESIA PHARMACOLOGY II

NEW COURSE DESCRIPTION SPRING 2024

Welcome to Nurse Anesthesia Pharmacology II! The intent of this didactic course is to guide students in the acquisition, synthesis, and integration of advanced pharmacologic principles related to anesthesia practice. In this course, the student will acquire advanced pharmacologic knowledge pertinent to perioperative anesthetic management. This semester the focus will be on, but not limited to, the following areas: neuromuscular blocking drugs and reversal agents, anti-Parkinson and anti-convulsant medications, psychiatric medications, pulmonary pharmacology, local anesthetics, endocrine pharmacology, antiemetics, antimicrobials, and chemotherapy. The goal of this learning will be to enhance the student's critical analytical thinking, problem-solving skills, and ability to synthesize didactic information to the clinical environment.

RECEIVED

By KSBN Education Department at 9:49 am, May 19, 2023

**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: 5/8/2023

Name of Program: Colby Community College ADN

Program Administrator
including credentials: Michaelle Bliss, MSN, RN

Parent Institution: Colby Community College

Address of Institution: 1255 S. Range
Colby, KS 67701

Level of the Program
for which the change
is being requested ADN

Briefly describe the
Change being requested: General Education (public speaking) has been removed, those 3 hours have been placed in the nursing program credits. Course numbers and credit hours have changed to reflect the division of didactic and clinical/lab hours into separate courses. Pharmacology (1 credit hour) will be added to the curriculum. NS245 NCLEX-RN Exam Preparation course change to NS245 NCLEX-RN Exam Preparation/Capstone.

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.

Program Change Description

Colby Community College respectfully requests to make the following major curriculum changes:

- Removal the General Education, Oral Communication (3 credit hours) from the prerequisites/corequisites requirements for the Nursing program. Students could select one of three available Oral Communication courses. Communication is an embedded content area across the curriculum and the Nursing faculty agreed that a separate speech course was unnecessary for Nursing students. This evidence is presented in the Program Guide. Contact hours with Nursing faculty will increase, in order to cover Nursing content more thoroughly. This action was initiated in the spring of 2023, approved by the Academic Council and is slated for implementation in fall of 2023.
- The addition of a Pharmacology course, either AL136 (1 credit hour) or AL236 (3 credit hours) (see Program Guide). The Nursing faculty feel that most students are underprepared in Pharmacology, thereby necessitating the need for the addition of Pharmacology credits. This action was initiated in the spring of 2023, approved by the Academic Council, and is slated for implementation in fall of 2023.
- To change the title of the NS245 NCLEX-RN Exam Preparation (1 credit hour) course to NS245 NCLEX-RN Exam Preparation/Capstone. The Nursing faculty feel that this course is a culmination of ADN Nursing study, and should be recognized and titled as the capstone course of the ADN program.
- After discussion with the Registrar, Nursing faculty, Director of Nursing (DON), and the Vice President of Academic Affairs (VPAA) it was determined that it was in the best interest of the students to split didactic and clinical/lab courses into different courses; course numbers were changed to reflect this change. Revision of credit hours was also part of this change (see Program Guide). The Nursing faculty feel that the didactic and clinical hours should be transcribed separately to accurately and authentically represent the content of the program. Also influencing this decision, is that students who transferred to other Nursing programs had difficulty with their clinical credits transferring, as they were not part of their transcripts (clinical hours and lecture hours were lumped together in the same course number).

The College is implementing Guided Pathways, Collegewide, in fall of 2023, and this was the ideal timing to uncouple the lecture and clinical hours for these courses (see the Program Guide) (see below). This action was initiated in the spring of 2023, approved by the Academic Council, and is slated for implementation in fall of 2023.

Course title
changes
minor
CC
request
approved

Old Course Number and Title	New Course Number and Title
NS205 Nursing Care of Adults III	NS205 Nursing Care of Adults III NS206 Nursing Care of Adults III: Clinical
NS210 Mental Health Nursing II	NS210 Mental Health Nursing II NS211 Mental Health Nursing II: Clinical
NS220 Maternal Child Nursing II	NS220 Maternal Child Nursing II NS221 Maternal Child Nursing II: Clinical
NS235 Nursing Care of Adults IV	NS235 Nursing Care of Adults IV NS236 Nursing Care of Adults IV: Clinical
NS236 NCLEX RN Exam Preparation	NS236 NCLEX RN Exam Preparation/Capstone

Working with the Assessment Coordinator, Nursing faculty, the DON, and VPAA have revised the course Student Learning Outcomes (SLOs) and mapped the End of Program Student Learning outcomes (EPSLOs) to include concrete data-informed assessment benchmarks. The SLOs and EPSLOs have been mapped using the Watermark platform (assessment) and can easily be revised and tracked.

COLBY COMMUNITY COLLEGE
Department of Nursing

Course Descriptions - ADN

OLD

NS201 RRT/MICT to A.D.N. Transition Concepts. (1 Cr. Hr.)

Pre-requisite - Current MICT or RRT license and admission into the Associate Degree Nursing Program.

This course explores the RRT/MICT student's transition to the professional nursing role with emphasis on: legal and ethical topics, nursing process, and client care skills. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Laboratory components are included (Lab fee required). (Offered Summer Semester)

NS202 RRT/MICT to A.D.N. Articulation Course (1 Cr. Hr.)

Pre-requisite - Current MICT or RRT license and admission into the Associate Degree Nursing Program.

This course explores the RRT/MICT student's transition to the professional nursing role with emphasis on: principles of pharmacology, safe medication administration, nursing pharmacology, and pain management. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Laboratory components are included (Lab fee required). (Offered Summer Semester)

NS203 RRT/MICT to A.D.N. Concepts of Care (2 Cr. Hr.)

Pre-requisite - Current MICT or RRT license and admission into the Associate Degree Nursing Program. This course explores the RRT/MICT student's transition to the professional nursing role with emphasis on: management and leadership, cultural aspects of nursing, communication and documentation, and health promotion, teaching, and discharge planning. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to integrate theoretical knowledge and provide individualized safe, effective family centered client care. Laboratory components are included (Lab fee required). (Offered Summer Semester)

NS205 Nursing Care of Adults III (4 Cr. Hr.)

Pre-requisite - Current LPN, MICT or RRT license and admission into the Associate Degree Nursing Program.

The course explores advanced intravenous therapy and health alterations in the adult client with emphasis on: homeostasis, neurovascular, musculoskeletal, gastrointestinal and integumentary in the adult client. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable the student to apply theoretical knowledge and provide safe, effective client care. Laboratory components are included (Lab fee required). (Offered Fall Semester)

NS210 Mental Health Nursing II (3 Cr. Hr.)

Pre-requisite: NS200 Nursing Care of Adults III with a grade of "C" or better.

This course explores mental health alterations across the lifespan utilizing a nursing process. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to apply theoretical knowledge and provide safe, effective client care. Laboratory components are included (Lab fee required). (Offered Fall Semester)

NS 215 Leadership, Roles and Issues II (1 Cr. Hr.)

Pre-requisite: NS200 Nursing Care of Adults III with a grade of "C" or better.

This course explores the student transition into practice with emphasis on current nursing practice, roles and responsibilities, and legal and ethical issues. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. (Offered Fall Semester)

NS220 Maternal Child Nursing II (3 Cr. Hr.)

Pre-requisite: NS210 Mental Health Nursing II with a grade of "C" or better.

This course explores health alterations of obstetrical, newborn, and pediatric clients. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to integrate theoretical knowledge and provide individualized safe, effective family centered client care. Laboratory components are included (Lab fee required). (Offered Spring Semester)

NS235 Nursing Care of Adults IV (4 Cr. Hr.)

Pre-requisite: NS220 Maternal Child Nursing II with a grade of "C" or better.

This course explores health alterations in adult clients with emphasis on: immunology, endocrine, cardiovascular, respiratory, genitourinary, and triage, while incorporating knowledge from previous courses. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to integrate theoretical knowledge and provide safe, effective client care. Laboratory components are included (Lab fee required). (Offered Spring Semester)

NS245 NCLEX-RN Exam Preparation (1 Cr. Hr.)

Prerequisite: NS235 Nursing Care of Adults IV with a grade of "C" or better.

This course is designed to prepare students to take the NCLEX-RN Exam. This course consists of a review of nursing content areas, test taking strategies, critical thinking exercises, Q&A practice, study plan, and remediation. This course utilizes the ATI Live Review and the Virtual ATI NCLEX Review which is individualized and aligned with the NCLEX Test Plan. (Offered Spring Semester)

COLBY COMMUNITY COLLEGE
Department of Nursing

Course Descriptions - ADN

— NEW

NS201 RRT/MICT to A.D.N. Transition Concepts. (1 Cr. Hr.)

Pre-requisite - Current MICT or RRT license and admission into the Associate Degree Nursing Program.

This course explores the RRT/MICT student's transition to the professional nursing role with emphasis on: legal and ethical topics, nursing process, and client care skills. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Laboratory components are included (Lab fee required). (Offered Summer Semester)

NS202 RRT/MICT to A.D.N. Articulation Course (1 Cr. Hr.)

Pre-requisite - Current MICT or RRT license and admission into the Associate Degree Nursing Program.

This course explores the RRT/MICT student's transition to the professional nursing role with emphasis on: principles of pharmacology, safe medication administration, nursing pharmacology, and pain management. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Laboratory components are included (Lab fee required). (Offered Summer Semester)

NS203 RRT/MICT to A.D.N. Concepts of Care (2 Cr. Hr.)

Pre-requisite - Current MICT or RRT license and admission into the Associate Degree Nursing Program. This course explores the RRT/MICT student's transition to the professional nursing role with emphasis on: management and leadership, cultural aspects of nursing, communication and documentation, and health promotion, teaching, and discharge planning. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to integrate theoretical knowledge and provide individualized safe, effective family centered client care. Laboratory components are included (Lab fee required). (Offered Summer Semester)

NS205 Nursing Care of Adults III (3 Cr. Hr.)

Pre-requisite - Current LPN, MICT or RRT license and admission into the Associate Degree Nursing Program.

The course explores advanced intravenous therapy and health alterations in the adult client with emphasis on: homeostasis, neurovascular, musculoskeletal, gastrointestinal and integumentary in the adult client. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. (Offered Fall Semester)

NS206 Nursing Care of Adults III: Clinical (2 Cr. Hr.)

Pre-requisite - Current LPN, MICT or RRT license and admission into the Associate Degree Nursing Program.

The course explores advanced intravenous therapy and health alterations in the adult client with emphasis on: homeostasis, neurovascular, musculoskeletal, gastrointestinal and integumentary in the adult client. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable the student to apply theoretical knowledge and provide safe, effective client care. Laboratory components are included (Lab fee required). (Offered Fall Semester)

NS210 Mental Health Nursing II (3 Cr. Hr.)

Pre-requisite: NS205 Nursing Care of Adults III and NS206 Nursing Care of Adults III Clinical with a grade of "C" or better.

This course explores mental health alterations across the lifespan utilizing a nursing process. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. (Offered Fall Semester)

NS211 Mental Health Nursing II Clinical (1 Cr. Hr.)

Pre-requisite: NS205 Nursing Care of Adults III and NS206 Nursing Care of Adults III Clinical with a grade of "C" or better.

This course explores mental health alterations across the lifespan utilizing a nursing process. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to apply theoretical knowledge and provide safe, effective client care. Laboratory components are included (Lab fee required.) (Offered Fall Semester)

NS 215 Leadership, Roles and Issues II (1 Cr. Hr.)

Pre-requisite: NS210 Mental Health Nursing II and NS211 Mental Health Nursing II Clinical with a grade of "C" or better.

This course explores the student transition into practice with emphasis on current nursing practice, roles and responsibilities, and legal and ethical issues. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. (Offered Fall Semester)

NS220 Maternal Child Nursing II (3 Cr. Hr.)

Pre-requisite: NS215 Leadership, Roles and Issues II with a grade of "C" or better.

This course explores health alterations of obstetrical, newborn, and pediatric clients. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. (Offered Spring Semester)

NS221 Maternal Child Nursing II Clinical (2 Cr. Hr.)

Pre-requisite: NS215 Leadership, Roles and Issues II with a grade of "C" or better.

This course explores health alterations of obstetrical, newborn, and pediatric clients. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice, informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to integrate theoretical knowledge and provide individualized safe, effective family centered client care. Laboratory components are included (Lab fee required). (Offered Spring Semester)

NS235 Nursing Care of Adults IV (3 Cr. Hr.)

Pre-requisite: NS220 Maternal Child Nursing II and NS221 Maternal Child Nursing II Clinical with a grade of "C" or better.

This course explores health alterations in adult clients with emphasis on: immunology, endocrine, cardiovascular, respiratory, genitourinary, and triage, while incorporating knowledge from previous courses. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice informatics, safety and quality improvement, and communication, will be incorporated throughout the course. (Offered Spring Semester)

NS236 Nursing Care of Adults IV Clinical (2 Cr. Hr.)

Pre-requisite: NS220 Maternal Child Nursing II and NS221 Maternal Child Nursing II Clinical with a grade of "C" or better.

This course explores health alterations in adult clients with emphasis on: immunology, endocrine, cardiovascular, respiratory, genitourinary, and triage, while incorporating knowledge from previous courses. The major concepts of the ADN program: Patient-centered care, professionalism and leadership, teamwork and collaboration, evidence-based practice informatics, safety and quality improvement, and communication, will be incorporated throughout the course. Clinical experiences, in a variety of settings, enable students to integrate theoretical knowledge and provide safe, effective client care. Laboratory components are included (Lab fee required). (Offered Spring Semester)

NS245 NCLEX-RN Exam Preparation (1 Cr. Hr.)

Prerequisite: NS215 Leadership, Roles and Issues II with a grade of "C" or better.

This course is designed to prepare students to take the NCLEX-RN Exam. This course consists of a review of nursing content areas, test taking strategies, critical thinking exercises, Q&A practice, study plan, and remediation. This course utilizes the ATI Live Review and the Virtual ATI NCLEX Review which is individualized and aligned with the NCLEX Test Plan. (Offered Spring Semester)

* Adds 5 cr hrs of clinical to curriculum

AL 136 Pharmacology Course Description

This course is designed to support & complement the knowledge base of persons in the health care field during their first semester of their ADN year. It explores pharmacology beyond the course content offered in the required health care curriculum. Prescription and over-the-counter drug classifications, drug formulations & safe, effective drug therapies are examined as well as specific drug actions, indications for use & side effects. Legal, ethical, nutritional, and cultural considerations are examined & discussed.

AL 236 Pharmacology (3 Cr. Hr.)

This course is designed to support and complement the knowledge base of persons in the health care field. It explores pharmacology beyond the course content offered in the required health care curriculum. Prescription and over-the-counter drug classifications, drug formulations and safe, effective drug therapies are examined as well as specific drug actions, indications for use and side effects. Legal, ethical, and cultural considerations are examined and discussed

This 3-credit hour course will be utilized if the student transfers into the program with Principle of Microbiology 4 credit hours. CCC Principles of Microbiology is 5-credit. This will provide the students with the required 24-25 hours of support courses by KBOR.

COLBY COMMUNITY COLLEGE
Department of Nursing

Organizational Plan - ADN
Fall Semester 2022

OLD

Course	Theoretical Content	Lab/Clinical
NS205 Nursing Care of Adults III <u>Exams:</u> Unit I&II Unit III&IV Unit V&VI Final Exam Math Competency Exam 4 Credit Hours	Unit I: Advanced IV Care/CVC (5 hrs) Unit II: Homeostasis (6 hrs) Unit III: Neurovascular/Sensory (6 hrs) Unit IV: Musculoskeletal (5 hrs) Unit V: Gastrointestinal (5 hrs) Unit VI: Integumentary (5 hrs) 2 Credit Hours (32 Contact Hours)	Acute Care Facilities Clinical (72 hrs) PT/Wound Care Observation (6 hrs) SIMulation Lab (4 hrs) IV Peripheral Lines (4 hrs) IV Central Lines (4 hrs) Neurovascular Lab (2 hrs) Gastrointestinal Lab (2 hrs) Integumentary Lab (2 hrs) 2 Credit Hrs = 96 Contact Hrs = 1:3 Ratio
NS210 Mental Health Nursing II <u>Exams:</u> Unit I&II Unit III&IV Unit V&VI Final Exam Math Competency Exam 3 Credit Hours	Unit I: Foundations of Mental Health Care (4 hrs) Unit II: Mental Health Nursing Tools and Interventions (4 hrs) Unit III: Psychobiological Disorders Part I (6 hrs) Unit IV: Psychobiological Disorders Part II (6 hrs) Unit V: Psychobiological Disorders Part III (6 hrs) Unit VI: Special Populations and Psychiatric Emergencies (6 hrs) 2 Credit Hrs (32 Contact Hours)	Adult Inpatient Psychiatric Clinical (10 hrs) Adult Inpatient Psychiatric Tour (4 hrs) Pediatric Inpatient Psychiatric Clinical (10hrs) Drug and Alcohol Treatment Clinical (8 hrs) SIMulation Lab (4 hrs) Support Group Observation (1 hr) Communication Lab (3 hrs) Pharmacology Lab (3 hrs) Crisis Stabilization Lab (5 hrs) 1 Credit Hr = 48 Contact Hrs = 1:3 Ratio
NS215 Leadership, Roles and Issues II <u>Exams:</u> Final Exam 1 Credit Hour	Unit I: The RN Role and Career Mobility (5 hrs) Unit II: Nursing Management (6 hrs) Unit III: Current Nursing Practice (5 hrs) 1 Credit Hr (16 Contact Hours)	

Organizational Plan - ADN

Program of Learning
030521 Revised
052521 Revised
022522 Revised

Spring Semester 2023

Course	Theoretical Content	Lab/Clinical
NS220 Maternal Child Nursing II Exams: Unit I, II, & III Unit IV& V Unit VI Final Exam Math Competency Exam 3 Credit Hours	Unit I: Basic Concepts and Trends (2 hrs) Unit II: Antepartum (4 hrs) Unit III: Intrapartum (5 hrs) Unit IV: Postpartum (4 hrs) Unit V: Newborn (5 hrs) Unit VI: Infants, Children and Adolescents (12 hrs) 2 Credit Hrs (32 Contact Hours)	Acute Obstetric Clinical (24 hrs) Pediatric Preceptor (7 hrs) Labor/Delivery Observation (4 hrs) Labor/Delivery Simulation (2 hrs) Pediatric SIMulation (3 hrs) Intrapartum Lab (2 hrs) Newborn Lab (3 hrs) Pediatric Lab (3 hrs) 1 Credit Hr (48 Contact Hours)
NS235 Nursing Care of Adults IV Exams: Unit I&II Unit III&IV Unit V&VI Final Exam Math Competency Exam 4 Credit Hours	Unit I Immunological (5 Hrs) Unit II Endocrine (5 Hrs) Unit III Cardiovascular (6 Hrs) Unit IV Respiratory (6 Hrs) Unit V Genitourinary (5 Hrs) Unit VI Triage (5 Hrs) 2 Credit Hrs (32 Contact Hrs)	Acute Care Facilities (66 Hrs) CAH Preceptor (12 Hrs) Simulation Lab (4 Hrs) Cardiac Lab (3 Hrs) Respiratory Lab (3 Hrs) Triage Lab (2 Hrs) Hospice Observation (3 Hrs) Dialysis Observation (3 Hrs) 2 Credit Hours = 96 Hours = 1:3 Ratio
NS245 NCLEX-RN Exam Preparation Exams: ATI Comprehensive Predictor Virtual ATI Review Exams/Green-light Capstone A & B 1 Credit Hour	ATI Live Review Virtual ATI Review Capstone Review 1 Credit Hr (16 Contact Hrs)	

COLBY COMMUNITY COLLEGE
Department of Nursing

Organizational Plan - ADN
Fall Semester 2023

NEW

Course	Theoretical Content	
NS205 Nursing Care of Adults III Exams: Unit I&II Unit III&IV Unit V&VI Final Exam 3 Credit Hours	Unit I: Advanced IV Care/CVC (8 hrs) Unit II: Homeostasis (8 hrs) Unit III: Neurovascular/Sensory (8 hrs) Unit IV: Musculoskeletal (7 hrs) Unit V: Gastrointestinal (8 hrs) Unit VI: Integumentary (7 hrs) Final Exam (2hrs) 3 Credit Hrs 16 contact hrs = 1 Credit hr (48 Contact Hrs)	
Course	Clinical	Lab
NS 206 Nursing Care of Adults III Clinical Math Competency Exam 2 Credit Hours	Acute Care Facilities Clinical (72 hrs) PT/Wound Care Observation (3 hrs) SIMulation (2 hrs) 2 Credit Hours (1 hours = 48 contact hours) 96 hrs	IV Peripheral Lines (5 hrs) IV Central Lines (5 hrs) Neurovascular Lab (3 hrs) Gastrointestinal Lab (3 hrs) Integumentary Lab (3 hrs)
Course	Theoretical Content	
NS210 Mental Health Nursing II Exams: Unit I&II Unit III&IV Unit V&VI Final Exam 2 Credit Hours	Unit I: Foundations of Mental Health Care (4 hrs) Unit II: Mental Health Nursing Tools and Interventions (4 hrs) Unit III: Psychobiological Disorders Part I (5 hrs) Unit IV: Psychobiological Disorders Part II (6 hrs) Unit V: Psychobiological Disorders Part III (6 hrs) Unit VI: Special Populations and Psychiatric Emergencies (5 hrs) Final Exam (2 hrs) 2 Credit Hrs 16 contact hrs = 1 Credit hr (32 Contact Hrs)	

Course	Clinical	Lab
NS 211 Mental Health Nursing II Clinical Math Competency Exam 1 Credit Hours	Adult Inpatient Psychiatric Clinical (10 hrs) Adult Inpatient Psychiatric Tour (4 hrs) Pediatric Inpatient Psychiatric Clinical (10hrs) Drug and Alcohol Treatment Clinical (8 hrs) SIMulation (2 hrs) Support Group Observation (1 hr) 1 Credit Hr = 48 Contact Hrs	Communication Lab (5 hrs) Crisis Stabilization Lab (5 hrs) Round Robin Lab (3 hrs)
Course	Theoretical Content	
NS215 Leadership, Roles and Issues II Exams: Final Exam 1 Credit Hour	Unit I: The RN Role and Career Mobility (5 hrs) Unit II: Nursing Management (5 hrs) Unit III: Current Nursing Practice (5 hrs) Final Exam (1 hr) 1 Credit Hr = 16 Contact Hours	

**Organizational Plan - ADN
Spring Semester 2024**

Course	Theoretical Content	Lab/Clinical
NS220 Maternal Child Nursing II Exams: Unit I, II, & III Unit IV& V Unit VI Unit VII Final Exam 3 Credit Hours	Unit I: Basic Concepts and Trends (2 hrs) Unit II: Antepartum (4 hrs) Unit III: Intrapartum (6 hrs) Unit IV: Postpartum (5 hrs) Unit V: Newborn (7 hrs) Unit VI: Infants, Children and Adolescents Part I (11 hrs) Unit VII: Infants, Children and Adolescents Part II (11 hrs) Final Exam (2 hrs) 3 Credit Hrs 16 contact hrs = 1 Credit hr (48 Contact Hrs)	
Course	Clinical	Lab
NS 221 Maternal Child Nursing II Clinical Math Competency Exam 2 Credit Hours	Acute Obstetric Clinical (48 hrs) Pediatric Preceptor (8 hrs) Labor/Delivery/Childbirth Class Observation (4 hrs) School Nurse Observation (6 hrs) Day Care Observation (4 hrs) Labor/Delivery Simulation (3 hrs) Pediatric Simulation (3 hrs) 2 Credit Hr (1 credit hr = 48 Contact Hours) 96 hrs	Intrapartum Lab (4 hrs) Newborn Lab (4 hrs) Pediatric Lab (4 hrs) Round Robin Lab (4 hrs) Sports Medicine Lab (4hrs)
Course	Theoretical Content	
NS235 Nursing Care of Adults IV Exams: Unit I&II Unit III&IV Unit V&VI Unit VII & VIII Final Exam 3 Credit Hours	Unit I Immunological (6 Hrs) Unit II Cancer (5 Hrs) Unit III Endocrine (7 Hrs) Unit IV Hematology (5 Hrs) Unit V Cardiovascular (6 Hrs) Unit VI Respiratory (6 Hrs) Unit VII Genitourinary (6 Hrs) Unit VIII Triage (5 Hrs) Final Exam (2 Hrs) 3 Credit Hrs 16 contact hrs = 1 Credit hr (48 Contact Hrs)	

Course	Clinical	Lab
NS 236 Nursing Care of Adults IV Clinical Math Competency Exam 2 Credit Hours	Acute Care Facilities (72 Hrs) CAH Preceptor (8Hrs) Simulation (2 Hrs) Hospice Observation (3 Hrs) Dialysis Observation (3 Hrs) 2 Credit Hrs (48 Contact Hrs= 1 Credit Hr) 96 Hrs	Cardiac Lab (3 Hrs) Respiratory Lab (3 Hrs) Triage Lab (2 Hrs)
Course	Theoretical Content	
NS245 NCLEX-RN Exam Preparation/Capstone Exams: Capstone A Capstone B ATI Virtual Review Predictor ATI Predictor 1 Credit Hour	NCLEX Preview & Review 1 Credit Hr (16 Contact Hrs)	

COLBY COMMUNITY COLLEGE
Department of Nursing

Program Guide

OLD

A nursing career provides a wide variety of job opportunities. Nurses practice in various settings which include care of infants, children, adults, or the elderly.

Practical Nursing

Colby Community College offers a Certificate in Practical Nursing at the Colby and Norton campuses. Successful completion of the Practical Nursing Program qualifies the student to be eligible to apply to write for the NCLEX-PN exam.

Associate Degree Nursing

Colby Community College offers an Associate in Applied Science Degree in Nursing at the Colby campus. Successful completion of the Associate Degree Program qualifies the student to be eligible to apply to write for the NCLEX-RN exam.

Curriculum

The nursing curricula includes nursing and non-nursing courses which help develop well-rounded, competent nurses. Coursework includes classroom, laboratory, and clinical experiences. The PN and ADN clinical experiences may include supervised client care experiences that occur in hospitals, long term care facilities, critical care, emergency care, drug and alcohol treatment, rural hospital nursing preceptors, school nursing, and obstetrical care.

The nursing program is comprised of semester hours. 16 contact hours = 1 semester credit hour. Theory hour ratio is 1:1. Clinical / lab contact hours to credit hour ratio is 3:1. For example: A 1 credit hour of theory will generate 16 contact hours and 1 credit of clinical/ lab will generate 48 contact hours.

CERTIFICATE: PRACTICAL NURSING

Must have a CNA certification and CPR must be current through the school year.

Full Time PN	Credit Hours
Prerequisites Courses	
BI278 Anatomy & Physiology with lab	5
PS276 Developmental Psychology	3
AL102 Medical Terminology	1
AL101 Basic Nutrition	3
Total	12
Fall Semester	
NS100 KSPN Foundations of Nursing	4
NS100 KSPN Foundations of Nursing Clinical	2
NS122 KSPN Fundamentals of Pharmacology and Safe Medication Administration	2
NS145 KSPN Maternal Child Nursing I	2
NS145 KSPN Maternal Child Nursing I Clinical	1
NS156 KSPN Mental Health Nursing I	2
Semester Total	13
Spring Semester	
NS112 KSPN Care of Aging Adults	2
NS167 KSPN Nursing Care of Adults I	4
NS167 KSPN Nursing Care of Adults I Clinical	2
NS178 KSPN Nursing Care of Adults II	4
NS178 KSPN Nursing Care of Adults II Clinical	2
NS189 KSPN Leadership, Roles, and Issues I	1
Semester Total	15
Program Total	40

PN	Credit Hours
Pre-requisites	12
PN Core Courses	28
Total	40

ASSOCIATE APPLIED SCIENCE DEGREE: ASSOCIATE DEGREE NURSING

Students must be an LPN. CPR certification must be current through the school year. A math component of at least Beginning Algebra must be completed before graduation (see math requirement on admission application)

Full Time Program	Credit Hours
Co-requisite Courses (Can be taken with nursing courses)	
BI280 Microbiology with lab	4-5
PS176 General Psychology	3
EN 176 English Composition I	3
BI276 Anatomy & Physiology with lab	5
AL101 Basic Nutrition	3
PS276 Developmental Psychology	3
*Oral Communications Gen Ed. (Speech, Public Speaking, Intrapersonal Communications)	3
Total	24-25
Fall Semester	
NS205 Nursing Care of Adults III	4
NS210 Mental Health Nursing II	3
NS215 Leadership, Roles, and Issues II	1
Semester Total	8
Spring Semester	
NS220 Maternal Child Nursing II	3
NS235 Nursing Care of Adults IV	4
NS245 NCLEX-RN Exam Preparation	1
Semester Total	8
Program Total	40
Nursing Hours	16

ADN	Credit Hours
PN prerequisites	12
Prior Learning (LPN)	28
ADN Co-requisites	13-14
ADN Nursing Courses	16
Total	69
1+1 Total Program Hours	
PN	40
ADN	29
Total	69

ASSOCIATE APPLIED SCIENCE DEGREE: RRT/MICT to ADN

Students must be a graduate of an accredited program and be an RRT (Registered Respiratory Therapist) or MICT (Mobile Intensive Care Technician) with one year of experience. CPR certification must be current through the school year. A math component of at least Beginning Algebra must be completed before graduation

RRT/MICT to A.D.N. Program	Credit Hours
Co-requisite Courses (Can be taken with nursing courses)	
BI280 Microbiology with lab	4-5
PS176 General Psychology	3
EN176 English Composition I	3
BI276 Anatomy & Physiology with lab	5
AL101 Basic Nutrition	3
PS276 Developmental Psychology	3
*Oral Communications Gen Ed. (Speech, Public Speaking, Intrapersonal Communications)	3
Total	24-25
Summer Semester	
NS201 RRT/MICT to A.D.N. Transition Concepts	1
NS202 RRT/MICT to A.D.N. Articulation Concepts	1
NS203 RRT/MICT to A.D.N. Concepts of Care	2
Semester Total	4
Fall Semester	
NS205 Nursing Care of Adults III	4
NS210 Mental Health Nursing II	3
NS215 Leadership, Roles, and Issues II	1
Semester Total	8
Spring Semester	
NS220 Maternal Child Nursing II	3
NS235 Nursing Care of Adults IV	4
NS245 NCLEX-RN Exam Preparation	1
Semester Total	8
Program Total	44

RRT/MICT to ADN option	Credit Hours
Co-requisites	24-25
Transition Courses	4
ADN courses	16
Total	44
Prior Learning Awarded (RRT/MICT)	18

Total KBOR and CCC Requirements for graduation is 62 62

COLBY COMMUNITY COLLEGE
Department of Nursing

Program Guide

A nursing career provides a wide variety of job opportunities. Nurses practice in various settings which include care of infants, children, adults, or the elderly.

Practical Nursing

Colby Community College offers a Certificate in Practical Nursing at the Colby and Norton campuses. Successful completion of the Practical Nursing Program qualifies the student to be eligible to apply to write for the NCLEX-PN exam.

Associate Degree Nursing

Colby Community College offers an Associate in Applied Science Degree in Nursing at the Colby campus. Successful completion of the Associate Degree Program qualifies the student to be eligible to apply to write for the NCLEX-RN exam.

Curriculum

The nursing curricula includes nursing and non-nursing courses which help develop well-rounded, competent nurses. Coursework includes classroom, laboratory, and clinical experiences. The PN and ADN clinical experiences may include supervised client care experiences that occur in hospitals, long term care facilities, critical care, emergency care, drug and alcohol treatment, rural hospital nursing preceptors, school nursing, and obstetrical care.

The nursing program is comprised of semester hours. 16 contact hours = 1 semester credit hour. Theory hour ratio is 1:1. Clinical / lab contact hours to credit hour ratio is 3:1. For example: A 1 credit hour of theory will generate 16 contact hours and 1 credit of clinical/ lab will generate 48 contact hours.

CERTIFICATE: PRACTICAL NURSING

Must have a CNA certification and CPR must be current through the school year. *

CCC requires that the nursing students earn 5 credit hours in Anatomy and Physiology. If you are transferring more than 5 credit hours of Anatomy and Physiology, CCC will only accept 5 of those hours.

Full Time PN (no changes from previous program guide)	Credit Hours
No Prerequisites Courses	
BI278 Anatomy & Physiology with lab*	5
PS276 Developmental Psychology	3
AL102 Medical Terminology	1
AL101 Basic Nutrition	3
Total	12
Fall Semester	
NS100 KSPN Foundations of Nursing	4
NS101 KSPN Foundations of Nursing Clinical	2
NS122 KSPN Fundamentals of Pharmacology and Safe Medication Administration	2
NS145 KSPN Maternal Child Nursing I	2
NS146 KSPN Maternal Child Nursing I Clinical	1
NS156 KSPN Mental Health Nursing I	2
Semester Total	13
Spring Semester	
NS112 KSPN Care of Aging Adults	2
NS167 KSPN Nursing Care of Adults I	4
NS168 KSPN Nursing Care of Adults I Clinical	2
NS178 KSPN Nursing Care of Adults II	4
NS179 KSPN Nursing Care of Adults II Clinical	2
NS189 KSPN Leadership, Roles, and Issues I	1
Semester Total	15
Program Total	40

PN	Credit Hours
Pre-requisites	12
PN Core Courses	28
Total	40

ASSOCIATE APPLIED SCIENCE DEGREE: ASSOCIATE DEGREE NURSING

Students must be an LPN. CPR certification must be current through the school year. A math component of at least Beginning Algebra must be completed before graduation (see math requirement on admission application)

*To meet KBOR regulations, student must 24 credit hours in common support courses. Colby Community College (CCC) requires that Associate Degree Nursing students earn 5 credit hours in Microbiology. If you are transferring a 4-credit hour Microbiology course, you will be required to take a comprehensive Microbiology exam and pass it with a C or higher to be awarded the additional credit hour you need. If you do not pass the comprehensive Microbiology exam, you will be required to take the 5-credit hour Microbiology course here at CCC. CCC requires that nursing students earn 5 credit hours in Anatomy and Physiology. If you are transferring more than 5 credit hours of Anatomy and Physiology, CCC will only accept 5 of those hours.

Full Time Program	Credit Hours (REV)	Credit Hours (OLD)
Prerequisite Courses from PN Program		
BI276 Anatomy & Physiology with lab*	5	5
PS276 Developmental Psychology	3	3
AL102 Medical Terminology	1	1
AL101 Basic Nutrition	3	3
PN Program Total	12	12
Co-requisite Courses (Can be taken with nursing courses)		
BI280 Microbiology with lab*	5	4-5
PS176 General Psychology	3	3
EN176 English Composition I	3	3
Oral Communications (Gen Ed – choose course)	Deleted	3
AL136 Pharmacology	1	n/a
RN Total	12	13-14
Fall Semester		
NS205 Nursing Care of Adults III	3	4
NS206 Nursing Care of Adults III Clinical	2	Part of NS205
NS210 Mental Health Nursing II	2	3
NS211 Mental Health Nursing II Clinical	1	Part of NS210
NS215 Leadership, Roles, and Issues II	1	1
Semester Total	9	8
Spring Semester		
NS220 Maternal Child Nursing II	3	3
NS221 Maternal Child Nursing II Clinical	2	Part of NS220
NS235 Nursing Care of Adults IV	3	4
NS236 Nursing Care of Adults IV Clinical	2	Part of NS235
NS245 NCLEX-RN Exam Preparation	n/a	1
NS245 NCLEX-RN Exam Prep / Capstone	1	n/a
Semester Total	11	8
Nursing Hours	20	16
Program Total	44	41-42

ADN	Credit Hours	Credit Hours (OLD)
PN prerequisites	12	12
Prior Learning (LPN)	28	28
ADN Co-requisites	12	13-14
ADN Nursing Courses	20	16
Total	72	69-70
	72	69-70

KBOR Maximum hours – 72

ASSOCIATE APPLIED SCIENCE DEGREE: RRT/MICT to ADN

Students must be a graduate of an accredited program and be an RRT (Registered Respiratory Therapist) or MICT (Mobile Intensive Care Technician) with one year of experience. CPR certification must be current through the school year. Beginning Algebra must be completed before graduation (see math requirement on admission application)

*To meet KBOR regulations, student must 24 credit hours in common support courses. Colby Community College (CCC) requires that Associate Degree Nursing students earn 5 credit hours in Microbiology. If you are transferring a 4-credit hour Microbiology course, you will be required to take a comprehensive Microbiology exam and pass it with a C or higher to be awarded the additional credit hour you need. If you do not pass the comprehensive Microbiology exam, you will be required to take the 5-credit hour Microbiology course here at CCC. CCC requires that nursing students earn 5 credit hours in Anatomy and Physiology. If you are transferring more than 5 credit hours of Anatomy and Physiology, CCC will only accept 5 of those hours.

RRT/MICT Transition to ADN	Credit Hours (REV)	Credit Hours (OLD)
Prerequisite Courses from PN Program		
BI276 Anatomy & Physiology with lab*	5	5
PS276 Developmental Psychology	3	3
AL102 Medical Terminology	1	1
AL101 Basic Nutrition	3	3
PN Program Total	12	12
Co-requisite Courses (Can be taken with nursing courses)		
BI280 Microbiology with lab*	5	4-5
PS176 General Psychology	3	3
EN176 English Composition I	3	3
AL136 Pharmacology	1	n/a
*Oral Communications – Gen Ed options	Deleted	3
Total	24	24-25
Summer Semester		
NS201 RRT/MICT to ADN Transition Concepts	1	1
NS202 RRT/MICT to ADN Articulation Concepts	1	1
NS203 RRT/MICT to ADN Concepts of Care	2	2
Semester Total	4	4
Fall Semester		
NS205 Nursing Care of Adults III	3	4
NS206 Nursing Care of Adults III Clinical	2	Part of NS205
NS210 Mental Health Nursing II	2	3
NS211 Mental Health Nursing II Clinical	1	Part of NS210
NS215 Leadership, Roles, and Issues II	1	1
Semester Total	9	8
Spring Semester		
NS220 Maternal Child Nursing II	3	3
NS221 Maternal Child Nursing II Clinical	2	Part of NS220
NS235 Nursing Care of Adults IV	3	4
NS236 Nursing Care of Adults IV Clinical	2	Part of NS235
NS245 NCLEX-RN Exam Preparation	1	1
Semester Total	11	8
Program Total	48	44-45

RRT/MICT to ADN option	Credit Hours (REV)	Credit Hours (OLD)
Co-requisites	24	24-25
Transition Courses	4	4
ADN courses	20	16
Total	48	44-45
Prior Learning Awarded (RRT/MICT)	18	18
	66	62-63

Total KBOR Maximum Hours - 72

**Kansas State Board of Nursing
Minor Curriculum Change for Nursing Programs**

60-2-104 (g) Prelicensure
Must be received at least 30
days before the board meeting

Date: May 8, 2023_____

Name of Program: ___BSN_____

Program Administrator ___Jenny Manry, DNP, APRN-C_____
Include credentials:

Parent Institution: ___Fort Hays State University_____

Address of Institution: ___600 Park Street_____

___Hays, Kansas 67601_____

Level of the
Program for which
the change
Is being requested
___BSN_____

Briefly describe the
Change being requested: ___ We are requesting to increase the number of yearly
admission seats from 65 to 90 for the pre-licensure BSN
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



**FORT HAYS STATE
UNIVERSITY**

Forward thinking. World ready.

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MAY 12 2023

KSBN EDUCATION

NURSING

May 8, 2023

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 Bachelor's of Science in Nursing (BSN) program.

Enclosed please find the following documents:

- Section I. Change request and rationale
- Section II. Clinical site support
- Section III. Faculty support

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

Section I. Change request and rationale

Change Request for Increase in Yearly Program Admission Numbers:

We are requesting to increase the yearly admission student seats within the pre-licensure BSN program from 65 to 90. As we admit twice a year, we would like to have cohorts of 40 each semester instead of 30. The additional 10 seats would be in reserve if the demand for the program continues to increase. We have seen a steady increase in the number of qualified applicants to our pre-licensure program and forecast the increase will continue. With the national shortage of Registered Nurses, we want to provide a high-quality nursing education to those who have the desire to become nurses. Our 2022 pass rate was 93.33% and the 2021 pass rate was 95.35%.

At FHSU we have administrative support to make this change. We have included a letter of support from the Dean of the College of Health and Behavioral Sciences, Dr. Jeff Briggs. We have classroom capacity at FHSU with several classrooms on-campus that can seat 40 students or more. We have lab space and equipment to support additional sections of students with a 1:10 ratio. We have funding for additional lab supplies and equipment to support the fourth section. Clinical sites are in favor of the increase in nursing students and have indicated their support in the letters below. Finally, faculty are favorable of the admission number increase. We have enough full-time faculty to support the additional clinical sections.

Section II. Clinical site support

We have received clinical site support letters from: (see attached letters)

HaysMed, Hays, KS
Larned State Hospital, Larned, KS
Camber, Hays, KS
Salina Regional Health Center, Salina, KS
Wesley Medical Center, Wichita, KS

Section III. Faculty support

The Department of Nursing faculty voted to increase the program seat capacity to 90 per year in April 2023. Below is a list of undergraduate faculty members.

Kelly Cole Kelly Cole

Tracey Post Tracey Post

Jordan Petz Jordan Petz

Lisa Brening Lisa Brening

Tanya Smith Tanya Smith

Katy Amrein Katy Amrein

Christina Lawver Christina Lawver

Katie McQueen Katie McQueen

Christine Hober Christine Hober

Karla Johnston Karla Johnston

Shauna Keil Shauna Keil



FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

COLLEGE OF HEALTH & BEHAVIORAL SCIENCES

May 8, 2023

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 members, and KSBN Committee members:

As the Dean of the College of Health and Behavioral Sciences, it is my pleasure to provide a letter of support for the Fort Hays State University Department of Nursing's request to increase the maximum number of annual student admissions to the BSN program from 65 students to 90 students.

The Department of Nursing is a valued program at Fort Hays State University and plays a critical role in meeting the regional mission of the institution. To support the request, the university will initially allocate larger classrooms across campus with a long-term goal of remodeling classrooms in Stroup Hall to seat 45 students. In addition, the university will support staffing needs for this program expansion as deemed necessary. In her role as department chair, Dr. Jenny Manry is thoughtful and creative in managing resources and the department is regularly supported by the university as programmatic needs are identified.

Our stakeholders across western Kansas are in need of nurses and Fort Hays State University has a strong nursing program with exceptional faculty. Our 2021 and 2022 NCLEX pass rates were well over 90%. The program has a long waitlist of qualified students and I am confident that we can increase the seat count while maintaining the quality that our program is known for. Thank you for your consideration of this request.

Sincerely,

Dr. Jeff Briggs
Dean, College of Health and Behavioral Sciences

HAYSMED

Edward Herrman
President and CEO
Administration

April 27, 2023

To Whom It May Concern

It is my pleasure to provide a letter of support for the Department of Nursing at Fort Hays State University (FHSU) in the application to the Kansas State Board of Nursing Education Committee to increase the number of students in the pre-licensure program per year. With the current national nursing shortage, HaysMed is proud to partner with Fort Hays State University's Department of Nursing to help provide a quality clinical education for nursing students. This increase of nursing students has the potential to help aid the nursing shortage.

HaysMed is the primary clinical site for clinical experiences for pre-licensure nursing students at FHSU. FHSU's Department of Nursing has indicated their flexibility with scheduling students to create the most valuable experience for the students but also considers current staffing limitations on the nursing units. FHSU's Department of Nursing and HaysMed have a strong professional clinical relationship to best serve the needs of our healthcare organization and the Hays community. By increasing the number of nursing students per year, FHSU will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses.

HaysMed and the nursing units look forward to working with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes to strengthen the students' overall nursing skills. HaysMed is excited to support the request for an increase in nursing students per year at FHSU to help better serve the consistent nursing shortage. We look forward to working with FHSU's Department of Nursing to help continue clinical education of future nurses.

Sincerely,



Edward Herrman, BSN, MBA/HCM, FACHE
President and CEO

Larned State Hospital
Lesia Dipman, Superintendent
1301 KS Hwy 264
Larned, KS 67550



Phone: (620) 285-2131
www.kdads.ks.gov/LSH

Laura Howard, Secretary

Laura Kelly, Governor

April 25, 2023

To Whom It May Concern

It is my pleasure to provide a letter of support for the Department of Nursing at Fort Hays State University (FHSU) in the application to the Kansas State Board of Nursing Education Committee to increase the number of students in the pre-licensure program per year. With the current national nursing shortage, Larned State Hospital is proud to partner with Fort Hays State University's Department of Nursing to help provide a quality clinical education for nursing students. This increase of nursing students has the potential to help aid the nursing shortage.

Larned State Hospital is the primary clinical site for adult psychiatric clinical experiences for pre-licensure nursing students at FHSU. FHSU's Department of Nursing has indicated their flexibility with scheduling students to create the most valuable experience for the students but also considers current staffing limitations on the nursing units. FHSU's Department of Nursing and Larned State Hospital have a strong professional clinical relationship to best serve the needs of our healthcare organization and western Kansas. By increasing the number of nursing students per year, FHSU will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses.

Larned State Hospital and the nursing units look forward to working with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes to strengthen the students' overall nursing skills. Larned State Hospital is excited to support the request for an increase in nursing students per year at FHSU to help better serve the consistent nursing shortage. We look forward to working with FHSU's Department of Nursing to help continue clinical education of future nurses.

Sincerely,

A handwritten signature in black ink that reads "Rebecca Leiker, MSN, RN-BC". The signature is written in a cursive, flowing style.

Rebecca Leiker, MSN, RN-BC
Chief Nursing Office

April 25, 2023

To Whom It May Concern

It is my pleasure to provide a letter of support for the Department of Nursing at Fort Hays State University (FHSU) in the application to the Kansas State Board of Nursing Education Committee to increase the number of students in the pre-licensure program per year. With the current national nursing shortage, Camber is proud to partner with Fort Hays State University's Department of Nursing to help provide a quality clinical education for nursing students. This increase of nursing students has the potential to help aid the nursing shortage.

Camber is the primary clinical site for pediatric psychiatric clinical experiences for pre-licensure nursing students at FHSU. FHSU's Department of Nursing has indicated their flexibility with scheduling students to create the most valuable experience for the students but also considers current staffing limitations on the nursing units. FHSU's Department of Nursing and Camber have a strong professional clinical relationship to best serve the needs of our healthcare organization and the Hays community. By increasing the number of nursing students per year, FHSU will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses.

Camber looks forward to working with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes to strengthen the students' overall nursing skills. Camber is excited to support the request for an increase in nursing students per year at FHSU to help better serve the consistent nursing shortage. We look forward to working with FHSU's Department of Nursing to help continue clinical education of future nurses.

Sincerely,



Taylor Ziegler DNP, FNP-C
Vice President of Nursing
Camber Children's Mental Health

Hospital & Residential Treatment Locations

4300 Brenner Dr.
Kansas City, KS 66104
(913) 334-0294

1507 W. 21st St. N.
Wichita, KS 67203
(316) 221-7310

3000 New Way Blvd.
Hays, KS 67601
(785) 624-6000



April 25, 2023

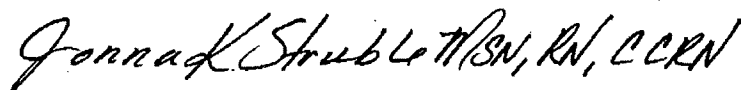
To Whom It May Concern

It is my pleasure to provide a letter of support for the Department of Nursing at Fort Hays State University (FHSU) in the application to the Kansas State Board of Nursing Education Committee to increase the number of students in the pre-licensure program per year. With the current national nursing shortage, Salina Regional Health Center (SRHC) is proud to partner with Fort Hays State University's Department of Nursing to help provide a quality clinical education for nursing students. This increase of nursing students has the potential to help aid the nursing shortage.

Currently SRHC is utilized routinely for Capstone internship placement at the pre-licensure level. As FHSU is willing to grow in numbers, SRHC would be willing to host faculty led clinical activity if needed. FHSU's Department of Nursing has indicated their flexibility with scheduling students to create the most valuable experience for the students but also considers current staffing limitations on the nursing units. FHSU's Department of Nursing and SRHC have a strong professional clinical relationship to best serve the needs of our healthcare organization and western Kansas. By increasing the number of nursing students per year, FHSU will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses.

SRHC and the nursing units look forward to working with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes to strengthen the students' overall nursing skills. SRHC is excited to support the request for an increase in nursing students per year at FHSU to help better serve the consistent nursing shortage. We look forward to working with FHSU's Department of Nursing to help continue clinical education of future nurses.

Sincerely,



Jonna Struble MSN, RN, CCRN
Director of Organizational Development
Salina Regional Health Center
t. 785-452-7603 | c. 785-820-6737 | f. 785-452-7327
jostrubl@srhc.com



May 3, 2023

To Whom It May Concern

It is my pleasure to provide a letter of support for the Department of Nursing at Fort Hays State University (FHSU) in the application to the Kansas State Board of Nursing Education Committee to increase the number of students in the pre-licensure program per year. With the current national nursing shortage, Wesley Medical Center is proud to partner with Fort Hays State University's Department of Nursing to help provide a quality clinical education for nursing students. This increase of nursing students has the potential to help aid the nursing shortage.

Wesley Medical Center provides clinical experiences for pre-licensure nursing students at FHSU in the areas of critical care and pediatrics. Currently FHSU utilizes weekends for these experiences. Wesley Medical Center also provides Capstone internship placement for approximately 5-7 students per semester. This is a great recruitment tool for Wesley Medical Center, and we have hired many FHSU graduates from this experience.

FHSU's Department of Nursing has indicated their flexibility with scheduling students to create the most valuable experience for the students but also considers current staffing limitations on the nursing units. FHSU's Department of Nursing and Wesley Medical Center have a strong professional clinical relationship to best serve the needs of our healthcare organization and the nursing profession. By increasing the number of nursing students per year, FHSU will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses.

Wesley Medical Center and the nursing units look forward to working with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes to strengthen the students' overall nursing skills. Wesley Medical Center is excited to support the request for an increase in nursing students per year at FHSU to help better serve the consistent nursing shortage. We look forward to working with FHSU's Department of Nursing to help continue clinical education of future nurses.

Sincerely,

David Leslie
Chief Nursing Officer
Wesley Healthcare

RECEIVED

MAY 17 2023

**Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure**

KSBN EDUCATION

Must be received by KSBN at least 30 days before the board meeting

Date: 1/27/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program for which the change is being requested: BSN

Briefly describe the Change being requested:

Overall curriculum plan

Approval of Junior Year Changes requested Increase program by 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.

Rationale for Change:

Review of multiple areas indicated a need for a change in the overall nursing curriculum. These included the work of the faculty to implement The Essentials: Core Competencies for Professional Nursing Education (2021) from the American Association of Colleges of Nursing (AACN), concern for declining first time NCLEX pass rates, and changes within nursing practice.

Faculty Involvement:

Faculty as a whole and through participation in Curriculum and Assessment committees worked together to develop the changes presented. Review of performance on NCLEX and Kaplan Nursing Tests indicated a need for increase of content in certain areas. These changes along with the inclusion of The Essentials (2021) guided the adjustments faculty felt supported student development.

Proposed changes include:

Junior Year-

- ✓ 1. Separation of NSG 3015 Foundations of Nursing Care including basic adult nursing care, theory and professional practice from one five credit hour course into two separate courses- NSG 3073 Foundations of Nursing Care focusing on basic adult nursing care and NSG 3083 Introduction to Professional Nursing with a focus on theoretical and professional concepts in nursing.
- ✓ 2. Addition of a two-credit hour course, NSG 3092 Fundamentals of Pharmacology to introduce beginning nursing students to pharmacological principles and safe medication administration. Since students are practicing within the healthcare setting during the first semester, a basic knowledge of pharmacology will support safe medication practice.
- ✓ 3. Combine the one credit hour course NSG 3011 Basic Nursing Interventions and the clinical course NSG 3053 Foundations of Clinical Practice into single three credit hour clinical/lab course. Basic nursing interventions previously all taught within the first semester of the nursing program will be leveled between the first and second semesters to allow students time to fully understand and develop both the how and why of interventions. The desired outcome is to help students understand the interventions and evidence supporting the practice and decrease the “tasking through” mind-set sometimes seen in students.
- ✓ 4. NSG 3141 Research and EBP 1 and NSG 4061 Research and EBP 2 combined into a single 3 credit hour course offered in the 2nd semester to help support student understanding of professional resources and the importance of practice being evidence based.
- ✓ 5. NSG 3143 Nursing Pharmacological Interventions will provide a continuation of the pharmacology content addressing major classes of drugs and the implication for these in nursing care. This course supplements the first pharmacology course with increased knowledge and understanding of safe nursing practice related to medication administration, a continuing major concern for errors within nursing practice.
- ✓ 6. Considering the large percentage of nursing practice related to care of adult clients, focusing the leveling of adult medical-surgical nursing across multiple semesters will allow students the opportunity to understand the continuum of wellness to acute and chronic illnesses. NSG 3188 Adult Nursing Care 1, an eight-credit hour course will be eliminated and replaced with NSG 3185, 5 credit hours and an additional adult care course in the senior year. Lab experience for further learning and practice of nursing interventions will be included as part of this course.

Senior Year-

7. Addition of NSG 4024 Adult Nursing Care 2 to the 3rd semester will provide adult nursing through each semester of the program. The opportunity to experience healthcare and nursing in critical access hospitals will allow students the opportunity to see this level of acute care within Kansas. Care of adults in settings of palliative/hospice, long term care, home health, and primary care clinics will also be included to allow experience in multiple community settings.
8. NSG 4054 Community Nursing will become NSG 4053 Community Nursing with clinical being removed from the course. Community nursing experiences will continue within the other clinical courses that provide common content, such as KU/Wesley Pediatric Clinic experience being a part of the clinical for the pediatric course.
9. NSG 4136 Adult Nursing Care 2 eliminated. NSG 4125 Adult Nursing Care 3 will replace with a decrease of 1 credit hour from the didactic portion as some content more appropriately leveled into NSG 4024 Adult Nursing Care 2 provide in 3rd semester. The goal of the three levels of Adult Nursing Care is to help students understand the increasing complexity of concept as related to client nursing care. Adult Nursing Care 3 will focus on intensive care clients and advanced care needs within these settings.
10. NSG 4192 Senior Seminar eliminated. Replaced with NSG 4133 Transition to Professional Practice, a three-credit hour course looking at nursing concepts and issues related to accountability and professionalism experienced in transition from student to professional nursing practice.
- ✓ 11. NSG 4153 Preceptorship- Extended Medical Surgical Experience will become NSG 4153 Capstone Clinical Experience. This change allows a capstone experience within a variety of clinical settings allowing opportunities in areas of interest to the student. Both students and clinical partners have requested the opportunity for broader experiences than only medical surgical areas.

Current Curriculum

Junior Year

1st semester

NSG 3011 Basic Therapeutic Nursing Interventions	1
NSG 3015 Foundations Nursing Care	5
NSG 3043 Nursing Assessment	3
<u>NSG 3053 Foundations of Clinical Practice</u>	<u>3</u>
	12

1st semester LPN (after this semester, curriculum same)

NSG 3002 Licensed Practical Nurse Bridge Course	2
<u>NSG 3043 Nursing Assessment</u>	<u>3</u>
	5

2nd semester

NSG 3141 Research and Evidence Based Practice 1	1
NSG 3163 Pharmacotherapeutics in Nursing	3
NSG 3184 Mental Health Nursing Across the Life Span	4
<u>NSG 3188 Adult Nursing Care 1</u>	<u>8</u>
	16

Senior Year

3rd semester

NSG 4031 Advanced Principles of Aging	1
NSG 4034 Child and Family Nursing	4
NSG 4054 Community Nursing	4
NSG 4061 Research and Evidence Based Practice 2	1
<u>NSG 4064 Maternal-Newborn Nursing</u>	<u>4</u>
	14

4th semester

NSG 4115 Professional Development	5
NSG 4136 Adult Nursing Care 2	6
NSG 4153 Preceptorship- Extended Medical Surgical Experience	3
<u>NSG 4192 Senior Seminar</u>	<u>2</u>
	16

Total Credit Hours= 58

Clinical Hours- Healthcare Setting 745

Lab Setting 75

Total Clinical + Lab 820

Proposed Curriculum beginning August 2023

Junior Year (Submit Summer 2023)

1st semester

NSG 3043 Nursing Assessment	3
NSG 3073 Foundations of Nursing Care	3
NSG 3083 Introduction of Professional Nursing	3
NSG 3092 Fundamental of Pharmacology	2
<u>NSG 3093 Foundations of Clinical Practice</u>	<u>3</u>
	14

1st semester LPN (after this semester, curriculum same)

NSG 3002 LPN Bridge to Professional Nursing	2
NSG 3043 Nursing Assessment	3
<u>NSG 3083 Introduction to Professional Nursing</u>	<u>3</u>
	8

2nd semester

NSG 3123 Evidence Based Practice	3
NSG 3143 Nursing Pharmacological Interventions	3
NSG 3184 Mental Health Nursing Across the Life Span	4
<u>NSG 3185 Adult Nursing Care 1</u>	<u>5</u>
	15

Senior Year (Submit Spring 2024)

3rd semester

NSG 4024 Adult Nursing Care 2	4
NSG 4034 Nursing Care of Infants, Children and Adolescents	4
NSG 4053 Community Nursing	3
<u>NSG 4064 Nursing Care of the Childbearing Family</u>	<u>4</u>
	15

4th semester

NSG 4115 Professional Development	5
NSG 4125 Adult Nursing Care 3	5
NSG 4133 Transition to Professional Practice	3
<u>NSG 4153 Capstone Clinical Experience</u>	<u>3</u>
	16

Total Credit Hours= 60

Clinical Hours- Healthcare Setting 729

Lab Setting 82

Total Clinical + Lab 811

**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: 1/27/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program for which the change is being requested: BSN

Briefly describe the Change being requested: Proposed change in Program Outcomes

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

Proposed Program Outcomes:

1. Synthesize knowledge from the liberal arts, sciences, and nursing to meet the health needs of individuals, families, groups, and communities.
2. Assume the professional nursing role in various settings.
3. Demonstrate the nursing process in professional nursing practice.
4. Apply the communication process in professional nursing practice.
5. Incorporate evidence based findings and scholarly works into nursing practice.
6. Integrate ethical principles and values in professional nursing practice.
7. Utilize strategies, including informatics, to improve the safety and quality of nursing care delivery.

Program Outcomes are developed to allow assessment of student development in conjunction with expected outcomes for the baccalaureate graduate of Newman University, The Essentials: Competencies for Professional Nursing Education (2021) from the American Association of Colleges of Nursing and the accreditation standards for BSN programs from the Commission on College Nursing Education.



BACCALAUREATE NURSING PROGRAM

MAJOR CURRICULUM CHANGE

Junior level changes:

- 1) NSG 3002
- 2) Eliminate NSG 3015. Add NSG 3073 + 3083
(5 cr hr) (3 cr hr) (3 cr hr)
- 3) Add NSG 3092 Fundamentals of Pharm (2 cr hr)
- 4) Combine NSG 3011 (1 cr hr) + NSG 3053 (3 cr hrs)
into one course, NSG 3093 (3 cr hrs)
- 5) Eliminate NSG 3141 + 4061 (1 cr hr each), Add
new course, NSG 3123 EBP (3 cr hrs)
- 6) Eliminate NSG 3161 (3 cr. hrs) Pharmacotherapeutics
New course NSG 3143 (3 cr. hrs) Nursing Pharma
Interventions.
- 7) Change NSG 3188 Adult Nrsy Care I (8 cr hrs) to
NSG 3185 (5 cr. hrs), An additional adult
nursing course will be added at the Senior
level.

Must be received by KSNB at least 30 days before the board meeting

<p>Briefly describe the Change being requested:</p>	<p>The adjustment of NSG 3002 LPN Bridge Course to coincide with changes to the program curriculum changes. Completion of NSG 3002 LPN Bridge to Professional Nursing Practice will include selected content for basic nursing concepts at a higher level for LPNs entering the BSN program.</p>
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Education Committee Review		_____	
		Date	
Action Taken:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<input type="checkbox"/> Deferred	

Board of Nursing Review		_____	
		Date	
Action Taken:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<input type="checkbox"/> Deferred	

11/04; Rev. 5/28/2009, 3/11, 6/16, 8/17, 10/17

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.

	Current	Proposed
Course Title	NSG 3002 Licensed Practical Nurse Bridge Course	NSG 3002 Licensed Practical Nurse Bridge to Professional Nursing Course
Course Description	This course covers selected content designed to provide a higher level of conceptual understanding of basic nursing concepts required for first semester BSN students. This foundation content is required as a building block for second semester.	This course provides selected content for basic nursing concepts at a higher conceptual level for licensed practical nurses entering the first semester of the BSN program. This provides the foundation along with their previous practical nurse education to prepare for next semesters of the BSN program.
Course Objectives	<ol style="list-style-type: none"> 1. Interpret the nursing process to meet selected needs of adults. 2. Discuss basic nursing care activities of adults. 3. Recognize communication skills with adults and individuals of the health care team. 4. Describe accountability for nursing practice. 5. Identify the philosophy and theories of nursing. 6. Identify professional roles and functions. 7. Discuss historical events that impact the practice of nursing. 8. Describe basic therapeutic communication strategies. 9. Discuss the use of research related to nursing. 10. Explore ethical and legal principles of nursing practice. 11. Examine basic concepts of nursing, including community. 	<ol style="list-style-type: none"> 1. Utilize the nursing process in meeting selected nursing needs of adults. 2. Demonstrate communication skills with adult clients and individuals of the health care team. 3. Use selected legal and ethical principles in providing nursing care. 4. Identify selected evidence based practice and research findings that impact nursing practice. 5. Demonstrate accountability for own nursing practice. 6. Identify the role of technology and informatics in basic patient care delivery. 7. Identify the role of the nursing in promoting patient safety.
Sequence of Course	Junior year- 1 st Semester	Junior year- 1 st Semester
Major Content Outline	<ol style="list-style-type: none"> 1. Communication concepts and therapeutic relationships <ol style="list-style-type: none"> a. Basic characteristics of communication b. Verbal and nonverbal communication techniques 2. Therapeutic relationships 3. Psychological adaptation 	<ol style="list-style-type: none"> 1. Incorporate therapeutic communication skills in work with adult clients and members of the health care team. 2. Utilize nursing process and clinical judgement in planning care and meeting physiological and psychosocial needs of adults.

	<ol style="list-style-type: none"> 4. The Nursing Process <ol style="list-style-type: none"> a. Nursing problems b. Planning nursing care c. Implementing nursing care d. Evaluation e. Managing client care 5. Basic concepts related to legalities of nursing practice <ol style="list-style-type: none"> a. Advanced directives/Durable Power of Attorney b. Patient confidentiality c. Informed consent d. Standards of care e. Scope of practice f. Legal aspects related to nursing students g. Assault/battery 6. Nursing research and evidence based practice <ol style="list-style-type: none"> a. APA Publication Guidelines b. Research process c. Evidence based nursing practice d. Clinical guidelines 7. Pain Concepts 8. Ethical considerations in nursing <ol style="list-style-type: none"> a. Ethical systems b. Ethical principles c. Values 9. Basic concepts related to grief and loss <ol style="list-style-type: none"> a. Theories related to grief and loss b. Advanced directives c. Palliative care d. Care after death 10. Critical thinking in nursing practice/patient management <ol style="list-style-type: none"> a. Critical thinking b. Managing client care c. Nursing assessment d. Nursing diagnosis e. Planning nursing care f. Implementing nursing care g. Evaluation h. Managing client care 	<ol style="list-style-type: none"> 3. Perform safe basic nursing care and clinical skills for adult clients. 4. Use selected legal and ethical principles in providing nursing care. 5. Demonstrate responsibility for own behavior and accountability for nursing practice. 6. Incorporate evidence based practice and research findings in clinical nursing practice. 7. Identify the role of technology and informatics in basic patient care delivery.
Clinical Facilities	Nonclinical course	Ascension St. Teresa HCA Wesley Woodlawn

		Kansas Medical Center
Course Evaluations	Unit Exams Final Exam Kaplan Exam Dose Calc Exam Safety Paper	Clinical Evaluation Tool Clinical paperwork Simulation

**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: 05/08/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program for which the change is being requested: BSN 1st Semester

Briefly describe the Change being requested: Elimination NSG 3015 Foundations Nursing Care (5 cr hr). New course NSG 3073 Foundations of Nursing Care (3cr hr). *and new course NSG 3083 Intro to Professional Nursing (3 cr hr)*

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.

	CURRENT	PROPOSED
Course Title	NSG 3015 Foundations of Nursing Care	NSG 3073 Foundations of Nursing Care
Course Description	This course introduces basic nursing care concepts for adults in hospital and community-based settings.	This course will introduce the basics of nursing care, focusing on the holistic care of the adult client. Beginning understanding of client conditions and nursing care involved will be included.
Course Objectives	<ol style="list-style-type: none"> 1. Interpret the nursing process to meet selected needs of adults. 2. Discuss basic nursing care activities for adults. 3. Recognize communication skills with adults and individuals of the health care team. 4. Describe accountability for nursing practice. 5. Identify the philosophy and theories of nursing. 6. Identify professional roles and functions. 7. Discuss historical events that impact the practice of nursing. 8. Describe basic therapeutic communication strategies. 9. Discuss the use of research related to nursing. 10. Explore ethical and legal principles of nursing practice. 11. Examine basic concepts of nursing, including community. 	<ol style="list-style-type: none"> 1. Discuss and implement basic nursing care activities for patient centered care of adults. 2. Identify nursing strategies and care for physiological changes in the adult patient. 3. State the importance of ethical treatment and spirituality in healthcare, death and dying. 4. Demonstrate understanding of safety related to patient care. 5. Incorporate patient education supported with evidence based practice to promote health and healing. 6. Discuss environment (professionalism) in working with patients and collaboration with members of the health care team. 7. Describe accountability for nursing practice.
Sequence of Course	Junior year-1 st Semester	Junior year-1 st Semester
Major Content Outline	<ol style="list-style-type: none"> I. Nursing and Health- Roles, Scope, and Professionalism <ol style="list-style-type: none"> a. Health belief models b. Health risks c. Nursing roles d. Dependent/Independent functions e. Standards of practice f. Future challenges Historical influences on the practice of nursing <ol style="list-style-type: none"> a. War b. The feminist movement c. Professional organizations 	<ol style="list-style-type: none"> I. Adult Nursing Basics <ol style="list-style-type: none"> a. Vital Signs <ol style="list-style-type: none"> i. Temp ii. Pulse iii. Respirations iv. Blood Pressure II. Sensory alterations <ol style="list-style-type: none"> a. Common sensory alterations b. Care of client experiencing III. Activity and Exercise <ol style="list-style-type: none"> a. Alignment & balance b. Transferring

	<ul style="list-style-type: none"> d. Educational development 	<ul style="list-style-type: none"> c. Assistive devices
	<ul style="list-style-type: none"> III. Vital Signs <ul style="list-style-type: none"> a. Temperature b. Pulse c. Respirations d. Blood Pressure 	<ul style="list-style-type: none"> IV. Mobility and Immobility <ul style="list-style-type: none"> a. Factors impacting mobility b. Immobility effects c. ROM exercises d. Care of the client experiencing altered mobility
	<ul style="list-style-type: none"> IV. Sensory Alterations <ul style="list-style-type: none"> a. Common Sensory Alterations b. Care of client experiencing sensory alterations 	<ul style="list-style-type: none"> V. Patient Safety <ul style="list-style-type: none"> a. Describe QSEN and National Safety Goals for Hospitals b. Specific risks safety related to developmental age c. Assistance devices d. Restraints and seizure precautions
	<ul style="list-style-type: none"> V. Communication concepts and therapeutic relationships <ul style="list-style-type: none"> a. Basic characteristics of communication b. Verbal/Nonverbal communication techniques c. The therapeutic relationship 	<ul style="list-style-type: none"> VI. Patient Education <ul style="list-style-type: none"> a. Characteristics of the adult learner b. Domains of learning c. Factors impacting ability to learn
	<ul style="list-style-type: none"> VI. The nursing process <ul style="list-style-type: none"> a. Nursing diagnosis b. Planning nursing care c. Implementing nursing care d. Evaluation e. Managing client care 	<ul style="list-style-type: none"> VII. Oxygenation <ul style="list-style-type: none"> a. Normal oxygenation b. Factors impacting oxygenation c. Care of client experiencing alteration in oxygenation d. Oxygen therapy e. Oxygen delivery devices
	<ul style="list-style-type: none"> VII. Basic concepts related to legalities of nursing practice <ul style="list-style-type: none"> a. Advanced directives/Durable Power of Attorney b. Patient confidentiality c. Informed consent d. Standards of care e. Legal aspects r/t nursing students f. Assault/battery g. Scope of practice 	<ul style="list-style-type: none"> VIII. Laboratory Diagnostics <ul style="list-style-type: none"> a. Common laboratory test b. Acid/Base
	<ul style="list-style-type: none"> VIII. Activity & Exercise <ul style="list-style-type: none"> a. Alignment & balance b. Transferring c. Assistive devices 	<ul style="list-style-type: none"> IX. Skin integrity and wound care <ul style="list-style-type: none"> a. Wound assessments b. Wound classifications c. Pressure injuries d. Dressings
	<ul style="list-style-type: none"> IX. Mobility and Immobility <ul style="list-style-type: none"> a. Factors impacting mobility b. Immobility effects c. ROM exercises d. Care of the client experiencing altered 	<ul style="list-style-type: none"> X. Hydration/Fluid and Electrolytes <ul style="list-style-type: none"> a. Assessment of hydration b. Assessment intake and output c. Regulation of fluid and electrolytes

	mobility		
X.	Patient Safety	XI.	Urinary Elimination
a.	Describe QSEN and the National Safety Goals for Hospitals	a.	Normal urinary function
b.	Specific risks to safety related to developmental age	b.	Altered urinary function
c.	Assistance devices	c.	Nursing care related to urinary function
d.	Restraints and seizure precautions	XII.	Bowel Elimination
XI.	Oxygenation	a.	Normal bowel function
a.	Normal oxygenation	b.	Altered bowel function
b.	Factors impacting oxygenation	c.	Nursing care related to altered bowel function
c.	Care of client experiencing alteration in oxygenation	XIII.	Perfusion concepts/Cardiac
d.	Oxygen therapy	a.	Normal cardiac function
e.	Oxygen delivery devices	b.	Factors impacting perfusion
XII.	Nursing research & evidence based practice	c.	Alterations in perfusion
a.	APA Publication guidelines	d.	Care of clients experiencing altered perfusion
b.	Research process	XIV.	Pain Concepts
c.	Evidence based nursing practice	a.	Pain theories
d.	Clinical guidelines	b.	Pain assessment
XIII.	Cultural aspects impacting nursing care	c.	Factors impacting pain
a.	Characteristics of a culture	d.	Non-pharmacologic pain management
b.	Health care practices	e.	Pharmacological pain management
c.	Use of an interpreter	XV.	Care of the Surgical Client
d.	Application to the nursing process	a.	Preoperative care
XIV.	Diagnostics	b.	Intraoperative care
a.	Common laboratory tests	c.	Postoperative care
b.	Acid/base	XVI.	Common Medical-Surgical GI Disorders
XV.	Documentation and informatics	a.	Peptic ulcer disease
a.	Confidentiality, DRGs	b.	Gastro-esophageal reflux
b.	Principles of charting	c.	Autoimmune GI disorders
c.	Types of charting	XVII.	Ocular Disorders
d.	Orders	a.	Eye injury
XVI.	Skin integrity and wound care	b.	Myopia, Hyperopia, Presbyopia
a.	Pressure ulcers	c.	Cataracts
b.	Wound classifications	d.	Macular degeneration
c.	Wound care/ assessments	e.	Diabetic retinopathy
d.	Dressings	XVIII.	Otic Disorders
XVII.	IV therapy/Fluids and Electrolytes	a.	Hearing loss
		b.	External ear conditions
		c.	Middle ear conditions
			Inner ear conditions

	<ul style="list-style-type: none"> a. Uses of IV fluids b. Types of IV fluid c. Classification of intravenous access d. Fluid spaces e. Tonicity f. Fluid therapy g. Electrolyte concentrations 	
	<p>XVIII. Urinary Elimination</p> <ul style="list-style-type: none"> a. Normal urinary function b. Altered urinary function c. Nursing care related to urinary function 	
	<p>XIX. Patient Education</p> <ul style="list-style-type: none"> a. Characteristics of the adult learner b. Domains of learning c. Factors impacting the ability to learn 	
	<p>XX. Bowel Elimination</p> <ul style="list-style-type: none"> a. Normal bowel function b. Alterations of bowel functioning c. Nursing care related to altered bowel function 	
	<p>XXI. Cardiac/Perfusion Concepts</p> <ul style="list-style-type: none"> a. Normal cardiac function b. Factors impacting perfusion c. Alterations in perfusion d. Care of client's experiencing altered perfusion 	
	<p>XXII. Psychological adaptation</p>	
	<p>XXIII. Pain Concepts</p>	
	<p>XXIV. Principles of Community Nursing</p> <ul style="list-style-type: none"> a. Acute care vs. community b. Healthy People 2030 	
	<p>XXV. Care of the Surgical Client</p> <ul style="list-style-type: none"> a. Preoperative care b. Intraoperative care c. Postoperative care 	
	<p>XXVI. Ocular Disorders</p> <ul style="list-style-type: none"> a. Eye injury b. Myopia, Hyperopia, Presbyopia c. Cataracts 	

	<ul style="list-style-type: none"> d. Glaucoma e. Macular Degeneration f. Diabetic Retinopathy <p>XXVII. Common Medical Surgical GI disorders</p> <ul style="list-style-type: none"> a. Peptic ulcer disease b. Gastro-esophageal reflux disease c. Autoimmune GI disorders <p>XXVIII. Ethical considerations in nursing</p> <ul style="list-style-type: none"> a. Ethical systems b. Ethical principles c. Values <p>XXIX. Basic concepts related to grief and loss</p> <ul style="list-style-type: none"> a. Theories related to loss and grief b. Advanced directives c. Palliative care d. Care after death <p>XXX. Critical thinking in nursing practice/patient management</p> <ul style="list-style-type: none"> a. Critical thinking b. Managing client care c. Nursing assessment d. Nursing diagnosis e. Planning Nursing care f. Implementing nursing care g. Evaluation h. Managing client care <p>XXXI. Otic Disorders</p> <ul style="list-style-type: none"> a. Hearing loss b. External ear conditions c. Middle ear conditions <p>Inner ear conditions</p>	
Course Evaluations	Unit Exams x 5 Final Exam Kaplan Exam Quizzes/assignments Safety Topic Paper Cultural Assignment	Unit Exams x 3 Final Exam Quizzes/Assignments Case studies Group projects/presentations

	CURRENT	PROPOSED
Course Title	NSG 3015 Foundations of Nursing Care	NSG 3083 Introduction to Professional Nursing
Course Description	This course introduces basic nursing care concepts for adults in hospital and community-based settings.	This course introduces professional and theoretical concepts in nursing.
Course Objectives	<ol style="list-style-type: none"> 1. Interpret the nursing process to meet selected needs of adults. 2. Discuss basic nursing care activities for adults. 3. Recognize communication skills with adults and individuals of the health care team. 4. Describe accountability for nursing practice. 5. Identify the philosophy and theories of nursing. 6. Identify professional roles and functions. 7. Discuss historical events that impact the practice of nursing. 8. Describe basic therapeutic communication strategies. 9. Discuss the use of research related to nursing. 10. Explore ethical and legal principles of nursing practice. 11. Examine basic concepts of nursing, including community. 	<ol style="list-style-type: none"> 1. Discuss historical and current professional roles, identity, and accountability in nursing practice. 2. Utilize and interpret the nursing process to analyze the needs of adults. 3. Describe therapeutic communication and relationship skills with adults and health team members. 4. Discuss the use of theory, research and evidence based practice related to nursing care. 5. Apply ethical principles of nursing practice. 6. Assess cultural needs of the patient, including health care discrepancies related to racial bias and culture. 7. Identify legal limitations of nursing practice.
Sequence of Course	Junior year- 1 st Semester	Junior year- 1 st Semester
Major Content Outline	<ol style="list-style-type: none"> I. Nursing and Health- Roles, Scope, and Professionalism <ol style="list-style-type: none"> a. Health belief models b. Health risks c. Nursing roles d. Dependent/Independent functions e. Standards of practice f. Future challenges Historical influences on the practice of nursing <ol style="list-style-type: none"> a. War b. The feminist movement c. Professional organizations d. Educational 	<ol style="list-style-type: none"> I. Nursing and Health- Roles, Scope and Professionalism <ol style="list-style-type: none"> a. Health belief models b. Health risks c. Levels of health care <ol style="list-style-type: none"> i. Acute vs. community ii. Global health iii. Population health d. Nursing roles e. Standards of practice

	development	f. Future challenges
	III. Vital Signs	II. Historical Influences on Nursing Practice
	a. Temperature	a. War
	b. Pulse	b. Feminist movement
	c. Respirations	c. Professional organizations
	d. Blood Pressure	d. Education development
	IV. Sensory Alterations	III. Communication Concepts
	a. Common Sensory Alterations	a. Basic principles of communication
	b. Care of client experiencing sensory alterations	b. Verbal and nonverbal communication techniques
	V. Communication concepts and therapeutic relationships	IV. Therapeutic Relationships
	a. Basic characteristics of communication	V. Psychological Adaptation
	b. Verbal/Nonverbal communication techniques	VI. Nursing Process
	c. The therapeutic relationship	a. Nursing diagnosis
	VI. The nursing process	b. Planning nursing care
	a. Nursing diagnosis	c. Implementing nursing care
	b. Planning nursing care	d. Evaluation
	c. Implementing nursing care	e. Managing client care
	d. Evaluation	VII. Critical Thinking in Nursing Practice and Patient Management
	e. Managing client care	a. Critical thinking
	VII. Basic concepts related to legalities of nursing practice	b. Application of critical thinking to nursing process
	a. Advanced directives/Durable Power of Attorney	VIII. Nursing Plan of Care Development
	b. Patient confidentiality	a. Nursing process in planning of care
	c. Informed consent	b. Identification of diagnosis to include in plan of care
	d. Standards of care	c. Appropriate interventions
	e. Legal aspects r/t nursing students	d. Measurable outcomes
	f. Assault/battery	IX. Basic Concepts of Legal
	g. Scope of practice	
	VIII. Activity & Exercise	
	a. Alignment &	

	<ul style="list-style-type: none"> balance b. Transferring c. Assistive devices 	<p>Issues in Nursing Practice</p> <ul style="list-style-type: none"> a. Patient confidentiality b. Scope of practice c. Standards of care d. Legal aspects related to nursing students e. Informed consent f. Assault/battery g. Advanced directives/ Durable Power of Attorney
	<p>IX. Mobility and Immobility</p> <ul style="list-style-type: none"> a. Factors impacting mobility b. Immobility effects c. ROM exercises d. Care of the client experiencing altered mobility 	
	<p>X. Patient Safety</p> <ul style="list-style-type: none"> a. Describe QSEN and the National Safety Goals for Hospitals b. Specific risks to safety related to developmental age c. Assistance devices d. Restraints and seizure precautions 	<p>X. Introduction to Research and Evidence Based Practice</p> <ul style="list-style-type: none"> a. Research process b. Evidence based nursing practice c. APA Publication guidelines
	<p>XI. Oxygenation</p> <ul style="list-style-type: none"> a. Normal oxygenation b. Factors impacting oxygenation c. Care of client experiencing alteration in oxygenation d. Oxygen therapy e. Oxygen delivery devices 	<p>XI. Cultural Awareness and Competency in Nursing Practice</p> <ul style="list-style-type: none"> a. Characteristics of a culture b. Health care practices c. Use of an interpreter d. Application to the nursing process
	<p>XII. Nursing research & evidence based practice</p> <ul style="list-style-type: none"> a. APA Publication guidelines b. Research process c. Evidence based nursing practice d. Clinical guidelines 	<p>XII. Documentation and Informatics</p> <ul style="list-style-type: none"> a. Confidentiality, HIPPA b. Principles of charting c. Types of charting d. Orders e. Healthy People 2030
	<p>XIII. Cultural aspects impacting nursing care</p> <ul style="list-style-type: none"> a. Characteristics of a culture b. Health care practices c. Use of an 	<p>XIII. Ethical Considerations in Nursing</p> <ul style="list-style-type: none"> a. Ethical systems b. Ethical principles c. Values
		<p>XIV. Basic Concepts Related to Grief and Loss</p>

	<ul style="list-style-type: none"> d. interpreter Application to the nursing process 	<ul style="list-style-type: none"> a. Theories related to loss and grief b. Palliative care c. Hospice care
	<ul style="list-style-type: none"> XIV. Diagnostics <ul style="list-style-type: none"> a. Common laboratory tests b. Acid/base 	Care after death
	<ul style="list-style-type: none"> XV. Documentation and informatics <ul style="list-style-type: none"> a. Confidentiality, DRGs b. Principles of charting c. Types of charting d. Orders 	
	<ul style="list-style-type: none"> XVI. Skin integrity and wound care <ul style="list-style-type: none"> a. Pressure ulcers b. Wound classifications c. Wound care/assessments d. Dressings 	
	<ul style="list-style-type: none"> XVII. IV therapy/Fluids and Electrolytes <ul style="list-style-type: none"> a. Uses of IV fluids b. Types of IV fluid c. Classification of intravenous access d. Fluid spaces e. Tonicity f. Fluid therapy g. Electrolyte concentrations 	
	<ul style="list-style-type: none"> XVIII. Urinary Elimination <ul style="list-style-type: none"> a. Normal urinary function b. Altered urinary function c. Nursing care related to urinary function 	
	<ul style="list-style-type: none"> XIX. Patient Education <ul style="list-style-type: none"> a. Characteristics of the adult learner b. Domains of learning c. Factors impacting 	

	the ability to learn	
XX.	Bowel Elimination	
a.	Normal bowel function	
b.	Alterations of bowel functioning	
c.	Nursing care related to altered bowel function	
XXI.	Cardiac/Perfusion Concepts	
a.	Normal cardiac function	
b.	Factors impacting perfusion	
c.	Alterations in perfusion	
d.	Care of client's experiencing altered perfusion	
XXII.	Psychological adaptation	
XXIII.	Pain Concepts	
XXIV.	Principles of Community Nursing	
a.	Acute care vs. community	
b.	Healthy People 2030	
XXV.	Care of the Surgical Client	
a.	Preoperative care	
b.	Intraoperative care	
c.	Postoperative care	
XXVI.	Ocular Disorders	
a.	Eye injury	
b.	Myopia, Hyperopia, Presbyopia	
c.	Cataracts	
d.	Glaucoma	
e.	Macular Degeneration	
f.	Diabetic Retinopathy	
XXVII.	Common Medical Surgical GI disorders	
a.	Peptic ulcer disease	
b.	Gastro-esophageal	

	<ul style="list-style-type: none"> c. reflux disease Autoimmune GI disorders <p>XXVIII. Ethical considerations in nursing</p> <ul style="list-style-type: none"> a. Ethical systems b. Ethical principles c. Values <p>XXIX. Basic concepts related to grief and loss</p> <ul style="list-style-type: none"> a. Theories related to loss and grief b. Advanced directives c. Palliative care d. Care after death <p>XXX. Critical thinking in nursing practice/patient management</p> <ul style="list-style-type: none"> a. Critical thinking b. Managing client care c. Nursing assessment d. Nursing diagnosis e. Planning Nursing care f. Implementing nursing care g. Evaluation h. Managing client care <p>XXXI. Otic Disorders</p> <ul style="list-style-type: none"> a. Hearing loss b. External ear conditions c. Middle ear conditions <p>Inner ear conditions</p>	
Course Evaluations	Unit Exams x 5 Final Exam Kaplan Exam Quizzes/assignments Safety Topic Paper Cultural Assignment	Unit Exams x 3 Final Exam Quizzes/Assignments Group projects/presentations Student papers

**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: 1/27/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program for which the change is being requested: 1st Semester

Briefly describe the Change being requested: Addition to first semester of NSG 3092 Fundamentals of Pharmacology (2 credit hours) introducing pharmacologic principles related to nursing care, dosage calculation, and safe medication administration.

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.

Course Title: NSG 3092 Fundamentals of Pharmacology

Course Description: This course is part one of two pharmacology courses. This first course is an introduction to pharmacologic principles as it relates to nursing care and selecting drug classification with attention to dosage calculations and safe medication administration.

Course Objectives:

1. Identify basic concepts of pharmacology including pharmaceutics, pharmacokinetics, and pharmacodynamics.
2. Discuss selected drug classifications.
3. Recognize nursing responsibilities in the safe administration of medications.
4. Demonstrate accurate dosage calculations.

Sequence of Course: Junior year, 1st semester

Major content outline:

1. Medication dosage calculation
2. Medication administration safety
 - a. Preparation
 - b. Administration
 - c. Legal aspects
 - d. Nursing responsibility
3. Introduction Analgesics
 - a. Actions
 - b. Side Effects/Adverse Effects/Contraindications
 - c. Nursing implications
 - d. Patient education
4. Introduction non-analgesic CNS medications
 - a. Actions
 - b. Side Effects/Adverse Effects/Contraindications
 - c. Nursing implications
 - d. Patient education
5. Introduction to Adrenergic Agonists and Antagonists
 - a. Actions
 - b. Side Effects/Adverse Effects/Contraindications
 - c. Nursing implications
 - d. Patient education
6. Introduction to Cholinergic Agonists and Antagonists
 - a. Actions
 - b. Side Effects/Adverse Effects/Contraindications
 - c. Nursing implications
 - d. Patient education

Course Evaluation:

- Unit Exams
- Final Exam
 - Inclusion NGN and NCLEX style questions on exams
 - Inclusion dose calculation on exams.

- Assignments
- Case studies

**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: 1/27/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program
for which the change
is being requested

1st Semester

Briefly describe the
Change being
requested:

NSG
3053

NSG 3011
Combine the fundamental interventions course (1 credit hour) and clinical course (3 credit hours) into a single course, NSG 3093 Foundations of Clinical Practice (3 credit hours), including both lab focus on learning/developing nursing intervention skills and clinical application of skills and theory in adult healthcare settings.

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.

	Current	Current	Proposed
Course Title	NSG 3011 Basic Therapeutic Nursing Interventions	NSG 3053 Foundations of Clinical Practice	NSG 3093 Foundations of Clinical Practice
Course Description	This course emphasizes basic therapeutic nursing interventions for the promotion and maintenance of the health of individuals.	This course provides for application of basic nursing care activities with adults in long term and acute care settings.	This course emphasizes basic therapeutic nursing interventions for the promotion and maintenance of the health of individuals. Clinical focus is on the application of interventions and basic nursing care activities with adults in healthcare settings.
Course Objectives	<ol style="list-style-type: none"> 1. Utilize the nursing process in meeting selected needs of adults. 2. Perform basic nursing care for adults. 3. Demonstrate communication skills with adult clients and individuals of the health care team. 4. Use selected legal and ethical principles in providing nursing care. 5. Identify selected evidence based practice and research findings that impact nursing practice. 6. Demonstrate accountability for own nursing practice. 7. Identify the role of technology and informatics in basic patient care delivery. 8. Identify the role of the nurse in promoting patient safety. 	<ol style="list-style-type: none"> 1. Utilize the nursing process in meeting selected needs of adult clients. 2. Perform basic nursing care for adults. 3. Demonstrate communication skills with adults and individuals of the health care team. 4. Use selected legal and ethical principles in providing nursing care. 5. Identify selected evidence based practice and research findings that impact nursing practice. 6. Demonstrate accountability for own nursing practice. 7. Identify the role of technology and informatics in basic patient care delivery. 8. Identify the role of the nurse in promoting patient safety. 	<ol style="list-style-type: none"> 1. Incorporate therapeutic communication skills with adult clients and members of the health care team. 2. Utilize nursing process and clinical judgement in planning care and meeting physiological and psychosocial needs of adult clients. 3. Perform safe basic nursing care and clinical skills for adults. 4. Use selected legal and ethical principles in providing nursing care. 5. Demonstrate responsibility for own behavior and accountability for nursing practice. 6. Incorporate evidence based practice and research findings in clinical nursing practice. 7. Identify the role of technology and informatics in basic patient care delivery.
Sequence of the Course	Junior year 1 st Semester	Junior year 1 st Semester	Junior year 1 st Semester

Major content outline	<ol style="list-style-type: none"> 1. Vital Signs <ol style="list-style-type: none"> a. Temperature b. Pulse c. Respirations d. Blood Pressure <ol style="list-style-type: none"> i. Manual- two step methods ii. Electronic 2. Glucometer Training <ol style="list-style-type: none"> a. Range of blood sugar b. Response to high and low levels 3. Dressing Change <ol style="list-style-type: none"> a. Wound assessment using REEDA b. Sterile wound packing c. Penrose/Jackson-Pratt Drains d. Staple removal/Suture removal 4. Sensory Alterations <ol style="list-style-type: none"> a. Feeding b. Hearing c. Wheelchair Access d. Stump wrap/ACE wrap application 5. Infection Prevention and Control <ol style="list-style-type: none"> a. Hand washing and hand hygiene b. Bed baths, linen change c. Oral care, suctioning d. PPE/Sterile gloving 6. IV Assessment <ol style="list-style-type: none"> a. Site assessment b. Tubing and changing tubing c. Solutions d. Pumps e. Saline lock flushing f. Rate calculation 7. Client Safety 	<ol style="list-style-type: none"> 1. Basic care adult client 2. Medication administration 3. Care plan development and updating 4. Documentation 	<ol style="list-style-type: none"> 5. Vital Signs <ol style="list-style-type: none"> a. Temperature b. Pulse c. Respirations d. Blood Pressure <ol style="list-style-type: none"> i. Manual- two step methods ii. Electronic 6. Glucometer Training <ol style="list-style-type: none"> a. Range of blood sugar b. Response to high and low levels 7. Dressing Change <ol style="list-style-type: none"> a. Wound assessment using REEDA b. Incision care c. Staple removal/Suture removal d. Drain care and removal 8. Infection Prevention and Control <ol style="list-style-type: none"> a. Hand washing and hand hygiene b. PPE c. Sterile gloving/sterile field d. Bed baths, linen change 9. IV Assessment <ol style="list-style-type: none"> a. Site assessment 10. Client Safety <ol style="list-style-type: none"> a. Transfers b. Gait belt c. Wheelchair use and transfer d. Crutch/Cane use and transfer e. Walker use and transfer f. Restraint use 11. Medication Administration <ol style="list-style-type: none"> a. Oral b. Eye
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	<ul style="list-style-type: none"> a. Transfers (Proper body mechanics and theory) b. Gait belt c. Crutch/Cane (walking and use) d. Wheelchair (use and transfer) e. Restraint use (including documentation) <p>8. NG Insertion</p> <ul style="list-style-type: none"> a. Salem Sump b. Dobhoff small bore feeding tubes <p>9. Math Calculations and Medication Dose Competency</p> <p>10. Medication Administration</p> <ul style="list-style-type: none"> a. Intramuscular/Subcutaneous/Int ravenous b. Oral c. Eye d. Reconstitution of powder medications e. Use of ampules, vials, multi-use vials <p>11. Safe Medication Administration</p> <ul style="list-style-type: none"> a. Onset, peak, trough, duration, plateau b. Medication overview to include absorption c. Distribution, metabolism, excretion <p>12. Abbreviation Competency</p> <p>13. Documentation/ Orders</p> <p>14. Intake and Output</p> <p>15. Stool Lab</p> <ul style="list-style-type: none"> a. Specimen collection b. Enema 		<ul style="list-style-type: none"> c. Rectal d. Rights of administration <p>12. Abbreviation competency</p> <p>13. Documentation Orders</p> <p>14. Intake and Output</p> <p>15. Stool Lab</p> <ul style="list-style-type: none"> a. Specimen collection b. Enemas <p>16. Oxygen Administration</p> <ul style="list-style-type: none"> a. O₂ saturation measurement (oximeter use) b. Incentive spirometer c. Oxygen administration/ requirements and use d. Nasal cannula e. Face mask- Simple, Non Re-breather f. Tracheostomy (defined) <p>17. Urinary Catheters</p> <ul style="list-style-type: none"> a. Specimen collection b. External urine collection devices (condom catheter, Purewick)
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	16. Oxygen Administration <ul style="list-style-type: none"> a. O₂ saturation measurement (oximeter use) b. Incentive spirometer c. Oxygen administration/requirements and use d. Nasal cannula e. Mask- Simple, Non Re-breather f. Tracheostomy (defined) 17. Urinary Catheter Insertion <ul style="list-style-type: none"> a. Specimen collection b. Intermittent catheterization c. Indwelling catheterization d. External urine collection system (condom catheter, Purewick) 		
Clinical Facilities	Campus Lab	Ascension St. Teresa HCA Wesley Woodlawn Kansas Medical Center Catholic Care Center Adorers of the Blood of Christ Convent	Ascension St. Teresa HCA Wesley Woodlawn Kansas Medical Center Catholic Care Center Adorers of the Blood of Christ Convent
Course Evaluation	Pass/Fail Skills check off Charting assignment Care plan assignment	Pass/Fail Simulation Clinical Evaluation Tool Clinical Paperwork	Pass/Fail Skills check off Simulation Clinical Evaluation Tool Clinical Paperwork

**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: 1/27/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program for which the change is being requested: BSN, Junior Year- 2nd Semester

Briefly describe the Change being requested:

NSG 3141 + 4061

Eliminate Research and EBP 1 & 2 (1 cr hr each) currently taught in 2nd and 3rd semester. New course NSG 3123 Evidence Based Practice (3 cr hrs) to be taught in the 2nd semester to introduce students the nursing research process and use of evidence based practice.

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

	Current	Current	Proposed
Course Title	NSG 3141 Research and Evidence Based Practice 1	NSG 4061 Research and Evidence Based Practice 2	NSG 3123 Evidence Based Practice
Course Description	This course introduces historical, legal, and ethical aspects of nursing research. The steps in the research process as well as evidence based practice are explored.	This course emphasizes the role of the nurse in evaluating, utilizing, and conducting research.	This course introduces historical, legal, and ethical aspects of nursing research. The steps in the nursing research process as well as evidence based practice (EBP) are explored, with an emphasis on the nurse's role in evaluating and utilizing evidence in practice.
Course Objectives	<ol style="list-style-type: none"> 1. Describe the design options and data collection methods for quantitative studies. 2. Discuss strategies that enhance rigor in the design of quantitative studies. 3. Compare the merits of experimental versus non-experimental approaches to research. 4. Identify common methods of establishing validity and reliability of data collection tools. 5. Outline sampling methods. 6. Complete a review of the literature on a selected topic. 7. Critique systematically a published quantitative research study 	<ol style="list-style-type: none"> 1. Describe the design options and data collection methods for qualitative studies. 2. Identify potential research question in clinical practice to promote improved patient outcomes. 3. Develop an evidence based poster presentation. 4. Critique systematically a published qualitative research study. 	<ol style="list-style-type: none"> 1. Describe the role of nursing theory in research and practice. 2. Describe the design options, sampling and data collection methods for quantitative and qualitative studies. 3. Explore ethics in research and the role of Institutional Review Boards. 4. Compare the merits of experimental versus non-experimental and qualitative approaches to research. 5. Identify common methods of establishing validity and reliability of data collection tools and study design to enhance rigor. 6. Examine the role of nursing research and evidence based practice.
Sequence of Course	Junior Year 2 nd Semester	Senior Year 3 rd Semester	Junior Year 2 nd Semester
Major Content Outline	<ol style="list-style-type: none"> 1. Aspects of quantitative research 2. Quantitative research design 3. Data collection methods in quantitative research 4. Establishing validity and reliability 	<ol style="list-style-type: none"> 1. Aspects of qualitative research 2. Identifying qualitative research questions in clinical practice 3. Data collection methods in qualitative research 4. Critiquing qualitative research 	<ol style="list-style-type: none"> 1. Review of history nursing research 2. Legal implications of research 3. Ethical implications of research 4. Nursing theory in research and practice 5. Aspects of quantitative research

	<p>5. Sampling methods in quantitative research</p> <p>6. Critiquing quantitative research-application for practice</p>		<p>6. Aspects of qualitative research</p> <p>7. Design, Sampling, and data collection in quantitative and qualitative studies</p> <p>8. Methods of establishing validity and reliability</p> <p>9. Role of nursing research in nursing practice</p> <p>10. Role of EBP in nursing practice</p>
Course Evaluation	<p>Theory/Framework Presentation</p> <p>Literature Review Assignment</p> <p>Quantitative Article Appraisal</p> <p>Levels of Measurement</p> <p>Online Interactive Modules</p>	<p>Appraisal of a Qualitative Study</p> <p>Group Poster/Presentation</p> <p>Article Critique for poster</p> <p>Reflection Paper on EBP</p> <p>Interactive Modules</p> <p>Interactive Module Reflection</p>	<p>Theory presentations</p> <p>Quantitative article appraisals</p> <p>Qualitative article appraisals</p> <p>Literature review over nursing problem</p> <p>Levels of measurement assignment</p> <p>EBP reflection paper</p>

**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: 1/27/23

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Teresa Vetter, MSN, APRN, CNS

Parent Institution: Newman University

Address of Institution: 3100 W. McCormick
Wichita, KS 67213

Level of the Program for which the change is being requested: BSN- 2nd Semester

Briefly describe the Change being requested:

Eliminate NSG 3163 Pharmacotherapeutics in Nursing. Addition of a 2 cr hr Fundamentals of Pharmacology in 1st semester (NSG 3092) requires adjustment of 2nd semester pharmacology course content, NSG 3143 Nursing Pharmacological Interventions. (3 cr hrs)
(NEW)

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

	Current	Proposed
Course Title	NSG 3163 Pharmacotherapeutics in Nursing	NSG 3143 Nursing Pharmacological Interventions
Course Description	This course emphasizes nursing care related to pharmacological needs of clients across the life span.	This course is part of two pharmacology courses. Major classes of drugs are explored with emphasis on nursing care. Principles of safe medication administration will be reinforced. This course will be offered as a hybrid course.
Course Objectives	<ol style="list-style-type: none"> 1. Discuss drug classifications and their major prototypes. 2. Identify nursing responsibilities in the administration of medications. 3. Identify relevant information for client education. 4. Identify outcomes for drug therapy in treating clients with diseases processes. 	<ol style="list-style-type: none"> 1. Discuss selected drug classifications and their major prototypes. 2. Recognize legal and ethical responsibilities within medication administration. 3. Identify relevant information for client education. 4. Identify outcomes for drug therapy in treating clients with disease processes.
Sequence of Course	Junior Year 2 nd Semester	Junior Year 2 nd Semester
Major Content Outline	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> a. Basic principles of pharmacology b. Pharmacologic principles c. Drug therapy across the life span d. Cultural/legal/ethical considerations 2. Central Nervous System Drugs <ol style="list-style-type: none"> a. Analgesics b. Central nervous system depressants c. Central nervous system stimulants d. Selected drugs for Alzheimer's, Myasthenia Gravis, and Parkinson's Disease 3. Peripheral Nervous System Drugs <ol style="list-style-type: none"> a. Muscarinic agonists and antagonists b. Cholinesterase inhibitors c. Adrenergic agonists and antagonists d. Neuromuscular blocking agents and muscle relaxants 4. Endocrine Drugs <ol style="list-style-type: none"> a. Drugs for Diabetes Mellitus b. Drugs for thyroid disorders c. Drugs of disorders of the adrenal cortex 5. Drugs that Affect Fluid and Electrolyte Balance <ol style="list-style-type: none"> a. Diuretics and drugs of electrolyte balance 6. Cardiovascular Drugs <ol style="list-style-type: none"> a. Drugs acting on the Renin-Angiotensin system 	<ol style="list-style-type: none"> 1. Legal and ethical issues related to drugs, FDA role with medications 2. Central Nervous System Drugs <ol style="list-style-type: none"> a. CNS drugs and their relationship to the body's physiological changes with altered homeostasis b. Analgesics c. CNS depressants d. CNS stimulants 3. Peripheral Nervous System Drugs <ol style="list-style-type: none"> a. Peripheral nervous system drugs and their relationship to the body's physiological changes with altered homeostasis b. Muscarinic agonists and antagonists c. Cholinesterase inhibitors d. Adrenergic agonists and antagonists e. Neuromuscular blocking agents and muscle relaxants 4. Endocrine Drugs <ol style="list-style-type: none"> a. Endocrine drugs and their relationship to the body's physiological changes with altered homeostasis b. Drugs for Diabetes Mellitus c. Drugs for thyroid disorders d. Drugs of disorders of the adrenal cortex 5. Drugs that Affect Fluid and Electrolyte Balance

	<ul style="list-style-type: none"> b. Calcium channel blockers c. Vasodilators d. Drugs for hypertension e. Drugs for Angina Pectoris and Myocardial Infarction f. Drugs for heart failure g. Drugs lowering LDL- Cholesterol levels h. Anticoagulants, antiplatelet drugs and thrombolytics <p>7. Respiratory Tract Drugs</p> <ul style="list-style-type: none"> a. Drugs for asthma and COPD b. Drugs for rhinitis, cough, sinusitis, and pharyngitis <p>8. Anti-inflammatory, Immunologic, and Chemotherapy Drugs</p> <ul style="list-style-type: none"> a. Nonsteroidal anti-inflammatory drugs and acetaminophen b. Steroids <p>9. Biologic Response Modifiers and Chemotherapy</p> <p>10. Gastrointestinal Drugs</p> <ul style="list-style-type: none"> a. Acid controlling drugs b. Antidiarrheal, laxatives, and antiemetics <p>11. Chemotherapy of Infectious Diseases</p> <ul style="list-style-type: none"> a. Principles of antimicrobial therapy b. Penicillin, cephalosporins, and Vancomycin c. Tetracyclines, macrolides, clindamycin, and aminoglycosides d. Sulfonamides and trimethoprim e. Miscellaneous antibacterial drugs f. Antifungal and antiviral agents 	<ul style="list-style-type: none"> a. Diuretics b. Drugs of electrolyte balance <p>6. Cardiovascular Drugs</p> <ul style="list-style-type: none"> a. Cardiovascular drugs and their relationship to the body's physiological changes with altered homeostasis b. Drugs acting on the Renin-Angiotensin system c. Calcium channel blockers d. Vasodilators e. Drugs for hypertension f. Drugs for heart failure g. Anticoagulants, antiplatelet drugs, and thrombolytics <p>7. Respiratory Tract Drugs</p> <ul style="list-style-type: none"> a. Respiratory drugs and their relationship to the body's physiological changes with altered homeostasis b. Drugs for asthma and COPD c. Drugs for rhinitis, cough, sinusitis, and pharyngitis <p>8. Anti-Inflammatory, Immunologic, and Chemotherapy Drugs</p> <ul style="list-style-type: none"> a. Related drugs and their relationship to the body's changes with altered homeostasis b. Nonsteroidal anti-inflammatory drugs c. Acetaminophen d. Steroids <p>9. Biologic Response Modifiers and Chemotherapy</p> <ul style="list-style-type: none"> a. Related drugs and their relationship to the body's changes with altered homeostasis <p>10. Gastrointestinal Drugs</p> <ul style="list-style-type: none"> a. GI drugs and their relationship to the body's changes with altered homeostasis b. Acid controlling drugs c. Antidiarrheal, laxatives, and antiemetics <p>11. Chemotherapy of Infectious Diseases</p> <ul style="list-style-type: none"> a. Related drugs and their relationship to the body's changes with altered homeostasis b. Antibiotics c. Antifungals
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		d. Antiviral
Course Evaluation	Paper Presentation Quizzes/In Class Work Simulation Unit Exams Final Exam Kaplan Exam	Simulation Case studies Unit Exams Final Exam Dose calculation questions on exams Exams with NGN and NCLEX style questions Paper on medication-related issues in nursing

Must be received by KSNB at least 30 days before the board meeting

Action Taken

Nursing Education Compliance Officer	Date
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	Current	Proposed
Course Title	NSG 3188 Adult Nursing Care 1	NSG 3185 Adult Nursing Care 1
Course Description	This course focuses on nursing care related to the biophysical needs of adults. This course integrates pathophysiological, psychosocial, and health promotion principles in caring for adults with chronic and acute illnesses. Clinical experiences offer the opportunity to provide patient centered care along the wellness-illness continuum.	This course focuses on nursing care related to the biophysical needs of adults. This course integrates pathophysiological, psychosocial, and health promotion principles in caring for adults with chronic and acute illnesses. Clinical experiences offer the opportunity to provide person centered care.
Course Objectives	<ol style="list-style-type: none"> 1. Analyze and apply the nursing process in relationship to common health care needs of adults. 2. Utilize communication principles with patients and the health care team. 3. Discuss legal and ethical issues encountered in care of the adult and implications for performing nursing care. 4. Identify the baccalaureate nurses' role and practice within the defined parameters. 5. Identify standards of care and incorporate evidence-based research into practice. 6. Apply the nursing process in providing safe nursing care to patients with common medical-surgical deficits. 7. Identify the role of the nurse in quality improvement related to patient care. 8. Identify the impact of regulatory influences and technology on the quality and safety of patient care delivery. 9. Deliver safe patient care identifying common risk potentials and opportunities for quality improvement in caring for patients with common medical-surgical deficits. 	<ol style="list-style-type: none"> 1. Explore theories and evidence-based concepts of competent nursing care of adult clients. 2. Demonstrate application of nursing knowledge, nursing process, clinical judgement, clinical reasoning skills in the care of adult clients. 3. Demonstrate caring behaviors while recognizing the uniqueness of the individual. 4. Deliver safe patient care identifying common risk potentials and opportunities for quality improvement in caring for adult clients. 5. Identify standards of care and incorporate evidence-based research into the care of the adult client. 6. Utilize therapeutic communication principles with clients and the health care team. 7. Discuss legal and ethical issues encountered in care of the adult client and implications for nursing care. 8. Identify the impact of regulatory influences and technology on the quality and safety of patient care delivery.
Sequence of Course	Junior Year 2 nd Semester	Junior Year 2 nd Semester
Major Content Outline	<ol style="list-style-type: none"> 1. Fluid, Electrolytes, and Acid Base Imbalances <ol style="list-style-type: none"> a. Hypovolemia, hypervolemia b. Electrolyte imbalances c. Metabolic acidosis, Metabolic alkalosis d. Respiratory acidosis, Respiratory 	<ol style="list-style-type: none"> 1. Fluid, Electrolytes and IV Therapy <ol style="list-style-type: none"> a. Parenteral fluid therapy b. Intravenous devices (peripheral, PICC, CVL) and Equipment <ol style="list-style-type: none"> i. Placement ii. Assessment iii. Care

	<ul style="list-style-type: none"> alkalosis e. Parenteral fluid therapy 	<ul style="list-style-type: none"> iv. Pumps and tubing c. Electrolyte imbalance d. Hypovolemia and hypervolemia
	<ul style="list-style-type: none"> 2. Musculoskeletal <ul style="list-style-type: none"> a. A & P review b. Orthopedic surgery c. Metabolic bone disorders d. Musculoskeletal infections e. Bone tumors f. Strains, sprains, fractures g. Casts, traction, external fixator h. Amputation 3. Endocrine <ul style="list-style-type: none"> a. A & P review b. Hepatic disorders c. Biliary disorders d. Pancreatitis e. Diabetes mellitus f. Pituitary imbalances g. Thyroid, parathyroid imbalances h. Adrenal imbalances 4. Reproductive <ul style="list-style-type: none"> a. A & P review breast and male testes and adjacent structures, penis b. Benign and malignant conditions of the breast c. Male sexual function d. Prostate disorders 5. Renal and Urinary <ul style="list-style-type: none"> a. A & P review b. Glomerular disease c. Renal failure d. Dialysis e. Kidney surgery f. UTI infections g. Voiding dysfunctions h. Urolithiasis i. Nephrolithiasis j. Cancer k. Urinary diversions 6. Cardiovascular <ul style="list-style-type: none"> a. A & P review b. Coronary artery disease c. Angina d. Myocardial infarction e. Invasive coronary artery procedures f. Valvular disorders g. Valve repair and replacement h. Heart Failure i. Pulmonary edema j. Thromboembolism 	<ul style="list-style-type: none"> 2. Musculoskeletal and Mobility <ul style="list-style-type: none"> a. Musculoskeletal traumas b. Musculoskeletal infections c. Osteoporosis d. Arthritis e. Orthopedic surgery 3. Endocrine and Metabolic <ul style="list-style-type: none"> a. Diabetes Mellitus b. Biliary disorders c. Pancreatitis 4. Male Reproductive <ul style="list-style-type: none"> a. Male sexual function b. Prostate disorders c. Disorders male reproductive system 5. Renal and Urinary <ul style="list-style-type: none"> a. Acid/Base balance b. Acute kidney injury c. Glomerular disease d. Uro and Nephrolithiasis e. Cancer f. Urinary diversions g. Voiding dysfunction 6. Cardiovascular <ul style="list-style-type: none"> a. Arterial and venous diseases including coronary and peripheral b. Venous thrombosis/emboli c. Myocardial infarction d. Angina e. Hypertension- prevention and control, essential vs. secondary f. Introduction to dysrhythmias g. Vascular surgery 7. Respiratory <ul style="list-style-type: none"> a. Chronic obstructive pulmonary disease b. Pneumonia c. Compensated ABG d. COVID and Influenza 8. Neurologic <ul style="list-style-type: none"> a. Altered level of consciousness b. Neurological assessment c. Seizure disorders and seizure precautions 9. Patient Care Skills/Monitoring <ul style="list-style-type: none"> a. Wound packing b. Bladder catheterization,

	<ul style="list-style-type: none"> k. Peripheral arterial insufficiency of extremities l. Venous disorders m. Hypertension <p>7. Rheumatic Disorders</p> <ul style="list-style-type: none"> a. Rheumatoid arthritis b. Osteoarthritis <p>8. Respiratory</p> <ul style="list-style-type: none"> a. Chronic obstructive pulmonary disease <p>9. Neurologic</p> <ul style="list-style-type: none"> a. Diagnostic evaluation b. Altered level of consciousness c. Seizure disorders <p>10. Patient Care Skills/Monitoring</p> <ul style="list-style-type: none"> a. Intravenous therapy b. GI Tube types and uses 	<p>intermittent and indwelling</p> <ul style="list-style-type: none"> c. IV therapy d. Intramuscular and subcutaneous injections e. Gastrointestinal tubes types and uses, NG placement
Course Evaluation	<p>Unit Exams</p> <p>Final Exam</p> <p>Quizzes</p> <p>Kaplan Exam</p> <p>Clinical Exam</p> <p>Research/EBP assignment</p> <p>Clinical Evaluation Tool</p>	<p>Unit Exams</p> <p>Final Exam</p> <p>Quizzes</p> <p>Kaplan Exam</p>

Kansas State Board of Nursing Undergraduate Scholarship Application Instructions

The Kansas State Board of Nursing (KSBN) Scholarships are one-time scholarships for students in pre-licensure nursing programs (professional or practical). Monies for the scholarships are donated by the Arthur Davis Agency, Cedar Falls, Iowa. The Arthur Davis Agency produces the KSBN Newsletter. KSBN Scholarship winners are selected by Board members through a blind review of an essay written by the applicant. The essay topic is selected by the Board. Four scholarships for \$1000.00 each are awarded and are to be used for school expenses.

The completed application and essay must be **postmarked no later than October 15, 2023**. **Winners of the scholarship MUST be present at the December 13, 2023 board meeting for presentation of the award.** Scholarship essays and information should be sent to:

Kansas State Board of Nursing
Attn: Nursing Scholarship
900 SW Jackson, Suite 1051
Topeka, KS 66612-1230

Eligibility Criteria

- Must be a resident of Kansas (not just in the state for school)
- Must be enrolled in a part-time nursing program or full-time in nursing courses at a Kansas college, university, or technical school
- Professional students must have a cumulative G.P.A. of 2.75
- Practical Nursing students must be in good standing in the program.

Application Instructions:

- Type or print (in blue or black ink) on the application form (if printed, it must be legible)
- Complete Sections A and B
- **Give Section C to your program's nurse administrator, nursing program director, chair or dean, for their completion and submission by October 15, 2023**
- Write an essay entitled: *How has the nursing shortage impacted Models of Nursing Care?*
- **Submit Sections A and B and the essay to the Kansas State Board of Nursing, postmarked no later than October 15, 2023.**
- **All three sections (A, B, and C) must be received and postmarked no later than October 15, 2023 for the essay to be eligible for review**

Essay Directions

- Type and double space, use 1-inch margins, use 12-point font
- Center title on the first page
- Number the pages
- **DO NOT** put your name on the essay. Attach the essay to Sections A & B
- Essay should include an introductory paragraph, supporting paragraphs (no more than 3), and the summary paragraph for a total of no more than 5 paragraphs or 2 pages.
- Use appropriate grammar, sentence structure, and paragraph structure
- Adhere to the assigned topic
- Be original in your ideas and focus

If you have questions, email janelle.martin@ks.gov or call Janelle Martin, MHSA, RN at (785) 296-5036.

Kansas State Board of Nursing Scholarship Application Form

Section A: Identification Information

Last Name: _____ First Name: _____ M.I. _____

Maiden Name (if applicable): _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Telephone #: () _____ - _____

Daytime Telephone #: () _____ - _____

Email address (required): _____

Are you a resident of Kansas? ☐ Yes ☐ No

Are you enrolled in a Kansas Nursing Program? ☐ Yes ☐ No

Name of Nursing Program / School

Applicant Signature

Date

Section B: Certification and Release of Information

Applicant: Sign and date the certification and the authorization for release of information.

I affirm that the information reported is complete, accurate, and true to the best of my knowledge.

I have authorized nurse administrator, director, chair or dean of the nursing program to release the information requested to the Kansas State Board of Nursing for the purpose of determining eligibility for the Kansas State Board of Nursing scholarship.

I understand that my essay may be published in the KSBN Newsletter.

I understand that the application and essay must be postmarked no later than October 15, 2023. I understand that applications and essays postmarked after October 15, 2023 will not be accepted.

Applicant Signature

Date

For Office Use Only: Essay Number: RN / PN _____

Section C: Part 1
Student Status Verification
Release of Information Form

Applicant, please sign and give to the nurse administrator, director, chair or dean of your nursing program.

Applicant Last Name

First Name

I authorize school officials to release the information requested to the Kansas State Board of Nursing for the purpose of determining eligibility for a Kansas State Board of Nursing scholarship.

Signature

Date

Section C: Part 2
Student Status Verification
Completed by the nursing program

Nurse Administrator, Director Chair or Dean of the nursing program: Please complete this page and mail to:

Kansas State Board of Nursing,
Attn: Nursing Scholarship
Topeka, KS 66612-1230

All scholarship related information must be postmarked no later than **October 15, 2023**.

Student Name

School/Program Name

Name of Program Administrator

Student's beginning date in nursing program: _____

Student's expected completion date for nursing program: _____

Please indicate program type: BSN ☐ ADN ☐ PN ☐

For professional nursing program student: GPA ____.

For practical nursing program student: In good standing? ☐ Yes ☐ No

Student is in part-time or full-time program? ☐ Yes ☐ No

Student is a resident of Kansas. ☐ Yes ☐ No

Program Administrator's Signature

Date

Nursing Scholarship Essay Evaluation

Essay Topic: How has the nursing shortage impacted
Models of Nursing Care?

Essay: RN / PN # _____

Category	Possible	Earned
Introductory Paragraph		
Introduces main idea and captures interest	5	
Supporting paragraph		
Develops the main idea of the essay	15	
Essay has flow and readability	5	
Summary Paragraph		
Summarizes or restates main idea of essay using strongest points that support the main idea	5	
Impact	15	
Originality of idea or focus	5	
Grammar/spelling/format	5	
Adherence to assigned topic	5	
TOTAL	60	

Reviewer's Initials _____ Total Points _____

(Board members review the essay and use this form to score the scholarship essay.)

60-5-102. Approval procedure. A. ~~An~~ Each institution ~~contemplating the establishment of wanting to~~
~~establish~~ a program for mental health technicians technician program shall meet the following requirements:

~~1. (a) Shall write a letter of intent to the Kansas state~~ File with the board of nursing, an application for an
approved mental health technician program at least two months before a scheduled board meeting with the
payment of any required fees. Submit with the application a detailed proposed three-year budget, curriculum
plan, list of prospective faculty, organizational chart, mental health technician program objectives or outcomes,
student and faculty policies, program evaluation plan, and for each clinical facility, a contractual agreement;

~~2. (b) Shall submit the name and qualifications of the nurse administrator to the board of nursing for~~
~~approval;~~

~~3. (c) Shall employ a qualified nurse administrator;~~

~~4. (d) Shall employ a second faculty member;~~

~~5. (e) Shall file with the board an application for an approved program two months prior to the anticipated~~
~~opening date with the payment of any required fees. have financial resources for faculty, other necessary~~
~~personnel, equipment, supplies, counseling, and other services;~~

~~6. (f) Shall receive in writing the decision of the board, have adequate clinical and educational facilities to~~
~~meet student learning outcomes; and~~

~~7. (g) Shall be approved prior to receive approval before the admission of any students. (Authorized by~~
~~K.S.A. 2017 Supp. 65-4203 65-4201 et seq., K.S.A. 1974 2017 Supp. 74-1106 et seq.; implementing K.S.A. 65-~~
~~4206; modified, L. 1975, Ch. 302, Sec. 6, May 1, 1975; amended P-_____.)~~

60-5-103. Discontinuing a ~~program for mental health technicians~~ technician program. ~~A program~~ Each
institution terminating its ~~course~~ mental health technician program shall submit for approval to the board the
plan for students currently enrolled and the disposition of records. (Authorized by K.S.A. 2017 Supp. 65-
4203 65-4201 et seq., K.S.A. ~~1974~~ 2017 Supp. 74-1106 et seq.; implementing K.S.A. 65-4207; effective
May 1, 1975; amended P-_____.)

60-6-101. Requirements Definitions. ~~(a) Accreditation and approval.~~

~~(1) Each educational institution shall be approved by the appropriate state agency.~~

~~(2) Each hospital and agency providing facilities for clinical experience shall be licensed, accredited, or approved by the licensing or certifying body.~~

~~(b) Administration and organization.~~

~~(1) The educational program or the institution of which it is a part shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the educational unit.~~

~~(2) Authority and responsibility for administering the program shall be vested in the director of the educational unit.~~

~~(c) Faculty for mental health technician programs. Each faculty member shall have the necessary preparation, experience, and personal qualifications to meet the specifications of the position.~~

~~(1) The director of the educational unit shall be licensed to practice as a registered professional nurse in Kansas and shall be responsible for the development and implementation of the educational program. The director shall have a baccalaureate degree, successful experience in administration or teaching, and at least two years of experience in psychiatric or developmental disability nursing.~~

~~(2) Each instructor in a mental health technician program shall meet at least one of the following requirements:~~

~~(A) Be licensed to practice as a registered professional nurse in Kansas and have at least two years of experience in psychiatric or developmental disability nursing; or~~

~~(B) be licensed to practice as a licensed mental health technician and have at least five years of experience postlicensure. Two years of work experience shall be waived for those licensed mental health technicians possessing an associate degree.~~

~~(3) Each instructor in the behavioral sciences shall have earned an academic degree with appropriate~~

education relative to the area of instruction.

~~(d) Curriculum.~~

~~(1) Before implementation of the program, the institution shall submit the proposed curriculum in writing to the board for approval. The institution shall submit, in writing, any proposed changes to an approved curriculum to the board for its approval before the changes may be implemented.~~

~~(2) The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum for mental health technician courses shall consist of a minimum of 300 hours of theoretical instruction and 300 hours of clinical instruction. By July 1, 1978, the curriculum shall consist of a minimum of 450 hours of theoretical instruction and 450 hours of clinical instruction. In academic institutions, one semester hour of credit shall be equal to 15 hours of theoretical instruction or 45 hours of clinical instruction.~~

~~(3) The curriculum shall also include the following two courses, which shall be of a theoretical nature. Each course shall consist of 45 hours of instruction.~~

~~(A) Human growth and development. This course shall include aspects of growth and development from the prenatal period through senescence.~~

~~(B) Behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior.~~

~~(4) The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction.~~

~~(A) Basic nursing concepts. This course shall include bed making, personal hygiene, administration and effect of medications, feeding, asepsis, elimination, recognition of illness, vital signs, basic nutrition, special care of patients, first aid and emergency nursing, assisting with physical examinations, and admission and discharge of patients.~~

~~(B) Psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques.~~

~~(e) Clinical facilities and resources.~~

~~(1) All clinical facilities shall be approved by the board, and appropriate contractual agreements shall be renewed annually with all cooperating agencies.~~

~~(2) Each clinical area used for student learning experiences shall be staffed by nursing service independent of student assignments.~~

~~(3) Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse.~~

~~(f) Students.~~

~~(1) Admission. Each program shall have clearly defined policies for admission.~~

~~(2) Credit for previous study. Each program shall have clearly defined written policies concerning credit for previous study, transfer of credits, and readmission of students. These policies shall conform to the policies of the institution.~~

~~(3) Promotion and graduation policies shall be in writing.~~

~~(g) Evaluation. A written plan for continuing program evaluation shall be developed and implemented.~~

Each of the following terms, as used in this article and article 5 of the board's regulations, shall have the meaning specified in this regulation:

(a) "Affiliating agency" means a hospital or an agency that cooperates with the mental health technician program to provide facilities and clinical resources for selected student experiences.

(b) "Approval" means the status granted by the board to a mental health technician program that provides evidence of both of the following:

(1) The mental health technician program is operating on a sound educational basis that is consistent with the board's educational requirements as specified in the nurse practice act and the board's regulations.

(2) The mental health technician program has no deficiencies.

(c) "Clinical learning experience" means an active process in which the student participates in nursing and mental health technician activities while being guided by a member of the faculty.

(d) "Clinical observational experience" means the process in which the student views health care interventions but does not participate in the interventions. Affiliating agency personnel shall be responsible for patient care. However, a student may use any of the five senses while with the patient for the sole purpose of observing while the agency professional who has assessed and provided care to the patient supports the student. The instructor shall not be required to be present, but the students shall be included in the faculty-student ratio.

(e) "Conditional approval" means the limited-time status that the board imposes on an approved mental health technician program if the board finds evidence that the mental health technician program has failed to comply with education requirements specified in the nurse practice act and the board's regulations. When placed on conditional approval, the mental health technician program may be directed by the board to cease admissions.

(f) "Contractual agreement" means a written contract or letter signed by the legal representatives for the mental health technician program and the affiliating agency.

(g) "Criteria for unscheduled survey or site visit" means indications that the mental health technician program possibly is not meeting board standards.

(h) "Debriefing" means an activity that follows a simulation experience and is led by a facilitator. Participants' reflective thinking is encouraged and feedback is provided regarding the participants' performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another in order to facilitate the transfer of learning to future situations.

(i) "Initial approval" means the approval period from the first admission of mental health technician students to the mental health technician program through the first full implementation of the curriculum and graduation.

(j) "Loss of approval" means the status that results when the board withdraws its approval of a mental health technician program.

(k) "Online or distance learning" means the acquisition of knowledge and skills through information and instruction provided by means of a variety of technologies.

(l) "Preceptor" means a registered professional nurse or licensed mental health technician supervising a student in the clinical setting. The preceptor provides oversight of the student's patients and gives feedback to the student and clinical instructor. The mental health technician program faculty shall not be required to be in the affiliating agency's facilities but shall be immediately available.

(m) "Program evaluation plan" means a mental health technician program's written systematic methodology or plan for measuring and analyzing student learning outcomes and program outcomes against defined standards and timelines to determine effectiveness and provide for ongoing mental health technician program improvement.

(n) "Refresher course" means an educational program for mental health technicians whose licenses are inactive or have lapsed for more than five years.

(o) "Simulation" means a teaching strategy utilizing technology to replace or amplify clinical situations with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

(p) "Survey or site visit" means an in-person assessment of all components of a mental health technician program to validate information submitted by the mental health technician program or to follow up on the board's determination that there is consistent evidence reflecting deficiencies in meeting the requirements.

(g) "Student learning outcomes" means the achievement of expected knowledge, skills, and attributes demonstrated by students at course and mental health technician program levels. Student learning outcomes are measured in classroom and experiential settings and are reported in individual and aggregate formats, including retention and graduation rates, performance on licensure and certification examinations, and employment rates.
(Authorized by K.S.A. 1998 Supp. 65-4206 2017 Supp. 65-4203 and K.S.A. 2017 Supp. 74-1106; implementing K.S.A. 1998 Supp. 65-4206; modified, L. 1975, Ch. 302, Sec. 7, May 1, 1975; amended March 31, 2000; amended P-_____.)

60-6-102. Requirements for initial approval. (a) Administration and organization.

(1) Each institution wanting to offer a mental health technician program shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the mental health technician program.

(2) Authority and responsibility for administering the mental health technician program shall be vested in the administrator of the mental health technician program.

(3) Each institution shall be approved by the appropriate state agency.

(b) Application. Each proposed mental health technician program shall submit an initial application at least 60 days before a scheduled board meeting. The application shall include the following:

- (1) The name and title of the administrator of the mental health technician program;
- (2) the name of the controlling body;
- (3) the name and title of the administrator of the controlling body;
- (4) all sources of financial support;
- (5) a proposed curriculum, as specified in K.A.R. 60-6-104, with the total number of hours of both theoretical and clinical instruction;
- (6) the number, qualifications, and assignments of faculty members;
- (7) a proposed date of initial admission of students to the mental health technician program;
- (8) the number of times students are to be admitted each year and the proposed number of students per admission;
- (9) the admission requirements;
- (10) a description of the clinical facilities;
- (11) the name of each hospital or affiliating agency providing facilities for clinical learning experiences and clinical observational experiences. Each hospital and affiliating agency shall be licensed, accredited, or approved by the appropriate licensing or certifying body; and

(12) a contractual agreement from each clinical facility stating that the clinical facility will provide clinical learning experiences and clinical observational experiences for the mental health technician program's students.

(c) Site visit. Each mental health technician program shall be surveyed for initial approval by the board. A site visit shall be conducted by the board to validate information submitted in the mental health technician program's initial application before granting initial approval.

(1) During an initial site visit, the administrator of the mental health technician program shall make available the following:

(A) Administrators, prospective faculty and students, clinical facility representatives, and support services personnel to discuss the mental health technician program;

(B) minutes of faculty meetings;

(C) faculty and student handbooks;

(D) policies and procedures;

(E) curriculum materials;

(F) a copy of the mental health technician program's budget;

(G) each contractual agreement; and

(H) a program evaluation plan that addresses compliance with the mental health technician licensure act and board regulations.

(2) The administrator of the mental health technician program or designated personnel shall take the site visit team to inspect the educational facilities, including satellite program facilities and library facilities.

(3) Upon completion of the site visit, the mental health technician program administrator shall be asked to correct any inaccurate statements contained in the site visit report, limiting comments to errors, unclear statements, and omissions.

(d) Approval. Each mental health technician program seeking approval shall perform the following:

(1) Submit a progress report that includes the following:

- (A) Updated information on all areas identified in the initial application;
 - (B) the current number of admissions and enrollments;
 - (C) the current number of qualified faculty; and
 - (D) detailed course syllabi; and
- (2) have a site visit conducted by the board's site visit team after the first graduation.
- (e) Denial of approval. If a mental health technician program fails to meet the requirements of the board within a designated period of time, the mental health technician program shall be notified by the board's designee of the intent to deny approval. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206 and 65-4207; effective P-_____.)

60-6-103. Administrator, faculty, and preceptor qualifications. (a)(1) The administrator of the mental health technician program shall be licensed to practice as a registered professional nurse in Kansas and shall be responsible for the development and implementation of the mental health technician program. The administrator shall have a baccalaureate degree, successful experience in administration or teaching, and at least two years of experience in psychiatric or developmental disability nursing.

(2) Each faculty member in a mental health technician program shall meet at least one of the following requirements:

(A) Be licensed to practice as a registered professional nurse in Kansas and have at least two years of experience in psychiatric or developmental disability nursing; or

(B) be licensed to practice as a licensed mental health technician and have at least five years of experience postlicensure. Two years of work experience shall be waived for each licensed mental health technician possessing an associate's degree.

(3) Each preceptor shall meet the following requirements:

(A) Be licensed as a registered professional nurse or mental health technician in the state in which the individual is currently practicing; and

(B) complete a preceptor orientation, which shall include information about the factors influencing the student-preceptor relationship and course information.

(b) For each mental health technician program, the administrator shall submit to the board a faculty qualification report for each faculty member newly employed. Each faculty member shall have the required preparation, experience, and personal qualifications to meet the specifications of the position. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206; effective P-

_____.)

60-6-104. Curriculum requirements. (a) The faculty in each mental health technician program shall develop a curriculum to meet program and student learning outcomes and meet the following requirements:

(1) The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum shall consist of at least 450 clock-hours of theoretical instruction and 450 clock-hours of clinical instruction. In academic institutions, one semester hour of credit shall be equal to 15 hours of theoretical instruction or 45 hours of clinical instruction.

(2) The curriculum shall include the following two courses, which shall be theoretical in nature. Each course shall consist of 45 clock-hours of instruction:

(A) Human growth and development. This course shall include aspects of growth and development from the prenatal period through senescence; and

(B) behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior.

(3) The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction:

(A) Basic nursing concepts. This course shall include bed making, personal hygiene, administration and effect of medications, feeding, asepsis, elimination, recognition of illness, vital signs, basic nutrition, special care of patients, first aid and emergency nursing, assisting with physical examinations, and admission and discharge of patients; and

(B) psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques.

(b) The faculty in each mental health technology program shall develop and implement a program evaluation plan.

(c) Each mental health technician program shall submit curriculum revisions for approval by the board at least 30 days before the board meetings. These curriculum revisions shall include the following:

- (1) Any change in plan or curriculum organization;
- (2) any change in delivery method of courses; and
- (3) any change in number of approved admissions to the program.

(d) The administrator shall submit to the board office each change not requiring board approval. This information shall be submitted in writing with the annual report. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206; effective P-_____.)

60-6-105. Clinical resources. (a) Each contractual agreement shall be renewed annually and kept on file in the administrator's office.

(b) Clinical learning experiences and sites shall be selected to provide learning opportunities necessary to achieve student learning outcomes.

(c) The faculty of each mental health technician program shall be responsible for student learning outcomes and evaluation in the clinical area.

(d) The mental health technician program shall provide verification that each affiliating agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the mental health technician program objectives or outcomes.

(e) A maximum of a 1:10 faculty-to-student ratio, including students at observational sites, shall be maintained during the clinical learning experience and the clinical observational experience.

(f) Each clinical unit used for student learning experiences shall be staffed by independently of student assignments.

(g) Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse.

(h)(1) The objectives or student learning outcomes for each clinical observational experience shall reflect observation rather than participation in nursing interventions.

(2) Affiliating agencies in which clinical observational experiences take place shall not be required to be staffed by registered nurses.

(3) Clinical observational experiences shall constitute no more than 15 percent of the total clinical hours for the course.

(i) Clinical learning experiences with preceptors shall be no more than 20 percent of the total clinical hours of the mental health technician program.

(j) Simulated experiences shall constitute no more than 50 percent of the total hours for the clinical course.

(k) The faculty shall provide the affiliating agency staff with the objectives for clinical learning experiences.

(Authorized by K.S.A. 2017 Supp. 65-4023 and 74-1106; implementing K.S.A. 65-4206; effective P-

_____.)

60-6-106. Educational facilities. (a) Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used.

(b) Each mental health technician program shall provide the following:

(1) A physical facility that is safe and is conducive to learning;

(2) space for counseling students in private that is available and adequate in size and number;

(3) secure space for nursing student records; and

(4) current technological resources and student support services for online or distance learning, if online or distance learning is provided.

(c) The library resources, instructional media, and material shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of the students and faculty and shall be available to online or distance learning students. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206; effective P-_____.)

60-6-107. Student policies. (a) Each mental health technician program shall have clearly defined written student policies for the following:

- (1) Admission;
- (2) readmission;
- (3) progression criteria;
- (4) counseling and guidance;
- (5) the difference between the student role and the employee role;
- (6) representation on faculty governance;
- (7) graduation;
- (8) ethical practices for the performance of activities including recruitment, admission, and advertising; and
- (9) refund policies governing all fees and tuition paid by students.

(b) Each mental health technician program shall have a written student policy providing information to all students regarding licensure denial pursuant to K.S.A. 65-4209, and amendments thereto. The information shall be provided before each student's admission to the mental health technician program. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206; effective P-_____.)

60-6-108. Reports. (a) An annual report and all applicable fees shall be submitted to the board by each mental health technician program on or before June 30 of each year. Each report shall include the following:

(1) Changes in the mental health technician program policies, objectives, or outcomes and curriculum changes;

(2) faculty responsibilities for courses;

(3) for each faculty member, the name, license number, academic credentials, employment date, and full-time or part-time status;

(4) for each preceptor, the name, license number, academic credentials, current clinical area of practice, and place where currently employed;

(5) the administrator's teaching responsibilities;

(6) for each affiliating agency, the following information:

(A) The name;

(B) the location; and

(C) the student-faculty clinical ratio for the reporting period;

(7) statistics for students, including the following:

(A) Admissions, readmissions, withdrawals, and graduations; and

(B) first-time pass rate for each of the last five years;

(8) any complaints involving educational statutes and regulations;

(9) a response to the recommendations and requirements from the last annual report or last site visit;

(10) any plans for the future, including any proposed changes to the mental health technician program;

(11) a description of the practices used to safeguard the health and well-being of students;

(12) a list of the theory courses and the clinical courses in the curriculum; and

(13) statistics for each clinical course, including the following:

(A) Total number of hours;

(B) total number of clinical observational experience hours;

(C) total number of precepted hours; and

(D) total number of simulation experience hours.

(b) If the mental health technician program fails to meet the requirements of the board or to submit required reports within a designated period of time, the program shall be notified and given the opportunity for a hearing regarding the board's intent to remove the program from the list of approved mental health technician programs.

(Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4207; effective P-

_____.)

60-6-109. Reapproval requirements. (a) Each approval shall be valid for not more than five years.

(b) An unannounced site visit may be conducted at any time other than a scheduled site visit if the board determines that there is evidence reflecting any deficiency in meeting the requirements of the board or whether or not any deficiency has been corrected by a mental health technician program on conditional approval.

(c) ~~Each~~ Any deficiency sufficient to warrant action by the board shall include any deficiency specified in subsections (d) through (g). Failure to correct any deficiency within the period prescribed by the board may result in the board's placement of the mental health technician program on conditional approval or may result in loss of approval.

(d)(1) If the first-time candidates in a mental health technician program have an annual pass rate on the licensure examination of less than 80 percent for one calendar year, the mental health technician program shall receive a written notice of concern from the board.

(2) The mental health technician program shall have three months after the date of the written notice of concern to submit a written report analyzing all aspects of the education program identifying areas contributing to the pass rate and the mental health technician program's plan of action to improve the pass rate. The mental health technician program shall have one year after the date of the written notice to demonstrate evidence of implementing strategies to correct deficiencies to bring the pass rate up to at least the 80 percent criteria.

(3) If the mental health technician program has an annual pass rate of less than 80 percent for two consecutive calendar years, the mental health technician program may receive a site visit for evaluation and recommendation and be placed on conditional approval. The administrator of the mental health technician program shall appear before the board and present an analysis of the measures taken and an analysis of the reasons for the mental health technician program's pass rate below 80 percent.

(4) If the mental health technician program has an annual pass rate for first-time candidates of less than 80 percent for three consecutive calendar years, the mental health technician program's pass rate shall go to the board for review. The mental health technician program may be directed by the board to cease admissions.

(e) Failure to meet the requirements of the education statutes and regulations shall result in action by the board.

(f) Each complaint involving education statutes and regulations reported to board members or staff shall initiate an investigation by the board and may require a site visit, depending on the seriousness and number of complaints.

(g) The administrator of the mental health technician program shall make the following information available during each site visit:

(1) Data about the mental health technician program, including the following:

(A) The number of students;

(B) the legal body responsible for policy and support of mental health technician program;

(C) the organizational chart; and

(D) an audited fiscal report covering the previous two years, including a statement of income and expenditures;

(2) the administrator's responsibilities;

(3) for faculty members and preceptors, the following information:

(A) Job descriptions;

(B) selection policies;

(C) orientation plan;

(D) faculty organization by-laws;

(E) number of full-time and part-time faculty and nonnursing faculty, with academic credentials and assignments; and

(F) faculty-student clinical ratio;

(4) a copy of the current curriculum with the date of last revisions;

(5) the testing process, with test analysis and the written test procedure;

(6) a description of education facilities, including classrooms, offices, library, and computers;

(7) a list of clinical facilities;

(8) the number of students by classes; and

(9) the student policies as specified in K.A.R. 60-6-107.

(h) During each site visit, the administrator of the mental health technician program shall make available the following:

(1) The institution's administrators, faculty, support services personnel, and students;

(2) staff members of selected affiliating agencies;

(3) faculty meeting minutes for the previous three years;

(4) faculty and student handbooks;

(5) student records;

(6) policies and procedures;

(7) curriculum materials;

(8) a copy of the mental health technician program's audited fiscal report covering the previous two years, including income and expenditures;

(9) each contractual agreement; and

(10) program evaluation plan and evidence of mental health technician program effectiveness that addresses compliance with board regulations.

(i) The administrator of the mental health technician program or designated personnel shall take the site visit team to the educational facilities, including satellite program facilities, library facilities, and clinical agencies.

(j) Upon completion of the survey or site visit, the administrator shall be asked to correct any inaccurate statements contained in the survey or site visit report, limiting comments to errors, unclear statements, and omissions.

(k) If the mental health technician program fails to meet the requirements of the board or to submit required reports within a designated period of time, the program shall be notified and given the opportunity for a hearing ~~regarding the board's intent to remove the program from the list of approved mental health technician programs denied approval after providing notice and being given an opportunity to be heard.~~ (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206 and 65-4207; effective P-

_____.)

60-2-103. Nursing program faculty and preceptor qualifications. (a) Professional nursing programs.

- (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas.
- (2) Each preceptor shall meet the following requirements:
 - (A) Be licensed as a registered professional nurse in the state in which the individual is currently practicing nursing; and
 - (B) complete a preceptor orientation that includes information about the pedagogical aspects of the student-preceptor relationship and course information.
- (3) Each nursing program shall have a written plan that includes the method of selection of preceptors, the roles of the faculty members and preceptors, and the methods of contact between faculty members and preceptors during the preceptorship.
- (4) Each nurse faculty member shall have academic preparation and experience as follows:
 - (A) Each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each person who is hired as a nurse faculty member shall have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree was conferred before July 1, 2001.
 - (B) Each nurse faculty member responsible for clinical instruction shall possess a graduate degree or provide to the board a faculty degree plan that projects completion of a graduate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction shall meet one of the following requirements:
 - (i) Have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree was conferred on or before July 1, 2001; or
 - (ii) provide to the board a faculty degree plan that projects completion of a graduate degree in nursing.
 - (b) Practical nursing programs.

- (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas.
- (2) Each nurse faculty member shall have academic preparation and experience as follows:
 - (A) Each nurse faculty member who is assigned the responsibility of a course shall hold a baccalaureate degree. Each person who is hired as a nurse faculty member shall have a baccalaureate or higher degree in nursing, except for any person whose degree was conferred on or before July 1, 2001.
 - (B) Each nurse faculty member responsible for clinical instruction shall possess a baccalaureate degree or provide to the board a faculty degree plan that projects completion of a baccalaureate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction shall meet one of the following requirements:
 - (i) Have a baccalaureate or higher degree in nursing, except for any person whose degree was conferred on or before July 1, 2001; or
 - (ii) provide to the board a faculty degree plan that projects completion of a baccalaureate or higher degree in nursing.

(c)(1) For each nursing program, each nursing program administrator shall submit to the board the following:

- (A) A faculty qualification report for each faculty member newly employed. Faculty with a continuing appointment shall have an appropriate degree;
- (B) a faculty degree plan reflecting completion of the degree within six years for each instructor without the appropriate degree. Upon completion of the degree, a transcript showing completion of the nursing program shall be submitted to the board; and
- (C) notification and a rationale for each faculty member who is not following the degree plan as submitted.

(2) The nursing program administrator may request a faculty hire exception to be approved by the board's professional staff, if faculty meeting the criteria specified in this regulation are not available, by providing documentation of the following:

- (A) A lack of qualified applicants;
- (B) a rationale for the need to hire the applicant;
- (C) the applicant's qualifications; and
- (D) a plan for faculty recruitment.

This regulation shall be effective on and after January 1, 2022. (Authorized by K.S.A. 65-1129; implementing K.S.A. 65-1119; effective April 4, 1997; amended Jan. 24, 2003; amended Jan. 1, 2022.)

National Council Licensure Examination for Registered Nurses
Program Summary - All First Time Registered Nurse and Practical Nurse Candidates Educated in Kansas

		2020		2021		2022	
Program	Program Type	% Pass (75% PRS)	# First Time Testers	% Pass (75% PRS)	# First Time Testers	% Pass (80% PRS)	# First Time Testers
Baker University	BSN	92.22	90	95.71	70	88.61	79
Barton County Community College	ADN	100.00	17	83.33	24	89.66	29
Benedictine College	BSN	93.33	30	96.88	32	93.10	29
Bethel College	BSN	86.36	22	83.33	12	100.00	9
Butler Community College	ADN	87.40	127	79.00	110	74.31	109
Cloud County Community College	ADN	87.10	31	72.22	36	78.57	28
Coffeyville Community College	ADN	85.00	20	73.68	19	64.71	17
Colby Community College	ADN	77.78	18	85.00	20	82.35	17
Dodge City Community College	ADN	93.33	15	77.78	18	88.89	18
Donnelly College	ADN	77.78	9	no data	no data	54.55	11
Emporia State University	BSN	93.02	43	84.78	46	81.17	87
Fort Hays State University	BSN	89.19	37	95.35	43	93.33	58
Fort Scott Community College	ADN	77.78	27	62.86	35	66.67	23
Garden City Community College	ADN	84.21	19	95.45	22	88.24	17
Hesston College	BSN	90.91	44	89.13	46	89.47	38
Highland Comm College Technical Center	ADN	75.00	24	88.46	26	67.74	31
Hutchinson Community College	ADN	85.00	80	84.06	69	89.83	59
Johnson County Community College	ADN	94.23	52	91.30	46	94.29	35
Kansas City Kansas Community College	ADN	85.07	67	78.38	37	82.86	70
Kansas Wesleyan University	BSN	100.00	4	80.00	10	66.67	15
Labette Community College	ADN	89.66	29	90.00	20	91.67	12
Manhattan Area Technical College	ADN	93.33	45	96.15	26	84.85	33
Mid America Nazarene University	BSN	88.00	150	83.11	148	81.21	149

		2020		2021		2022	
Program	Program Type	% Pass (75% PRS)	# First Time Testers	% Pass (75% PRS)	# First Time Testers	% Pass (80% PRS)	# First Time Testers
Neosho County Community College	ADN	82.83	99	83.15	89	83.93	56
Newman University	BSN	78.38	37	70.73	41	80.49	42
North Central Kansas Technical College - Hays	ADN	81.48	27	79.31	29	73.08	26
Pittsburg State University	BSN	92.94	85	82.56	86	87.80	83
Rasmussen College	ADN	73.77	122	66.88	154	71.26	167
Rasmussen College	BSN	77.78	36	86.36	22	79.55	43
Salina Area Technical College	ADN	84.62	13	100.00	17	89.47	19
Seward County Community College	ADN	52.63	21	87.10	31	47.62	21
University of Kansas Medical Center	BSN	88.03	117	92.48	133	84.50	129
University of St. Mary	BSN	96.67	60	94.83	58	76.09	46
Washburn University	BSN	86.89	122	83.22	149	79.72	143
Wichita State University	BSN	86.43	140	80.92	131	84.43	122
Barton County Community College	PN	100.00	24	100.00	22	96.88	32
Butler Community College	PN	95.38	24	70.59	17	100.00	21
Coffeyville Community College	PN	92.86	14	83.33	12	100.00	10
Colby Community College	PN	89.19	37	87.10	31	90.48	21
Dodge City Community College	PN	100.00	1	no grads	na	100.00	2
Donnelly College	PN	78.73	40	80.00	30	87.10	31
Flint Hills Area Technical College	PN	84.62	39	95.00	20	100.00	21
Garden City Community College	PN	100.00	26	91.67	24	92.00	25
Highland Community College Technical	PN	94.12	17	90.00	20	75.00	16
Hutchinson Community College	PN	83.67	49	82.00	50	87.23	47
Johnson County Community College	PN	88.89	36	91.30	23	88.00	50
Kansas City Kansas Community College	PN	82.46	57	71.79	39	93.33	31
Labette Community College	PN	78.95	19	100.00	12	100.00	16
Manhattan Area Technical College	PN	86.21	29	92.59	27	88.00	25

		2020		2021		2022	
Program	Program Type	% Pass (75% PRS)	# First Time Testers	% Pass (75% PRS)	# First Time Testers	% Pass (80% PRS)	# First Time Testers
Neosho County Community College	PN	94.12	51	96.67	30	97.83	46
North Central Kansas Technical College – Beloit	PN	93.33	15	100.00	11	100.00	13
North Central Kansas Technical College - Hays	PN	96.97	33	75.68	37	81.25	32
Salina Area Technical College	PN	74.07	27	100.00	22	82.35	19
Seward County Community College	PN	92.86	28	87.50	16	64.00	25
Washburn Institute of Technology	PN	93.33	75	83.87	31	87.50	56
WATC / WSU Tech	PN	82.26	124	78.72	94	83.84	99

ADN Programs												
Program / Yr founded	# Admits Apprvd Annually	2019-2020 Admits	2019-2020 Grads	2020 NCLEX Pass Rate	2020-2021 Admits	2020-2021 Grads	2021 NCLEX Pass Rate*	2022 % FT Faculty**	2021-2022 Admits	2021-2022 Grads	2022 NCLEX Pass Rate	New PD past AY / # PD last 5 years#
Butler Community College - 1965	144				144	121	79.0%	42.9 %	136	126	74.31%	X / 5
Cloud CCC - 1977	64				43	39	72.22%	71.4%	35	29	78.57	
Coffeyville Comm College - 2010	24				24	20	73.68%	50%	21	16	64.71%	
Donnelly College - 2018	15				15	0	No data	38.5%	15	13	54.55%	
Ft. Scott Community College - 1970	80				43	42	62.86%	20%	24	25	66.67%	
<i>Highland Comm College</i> - 2010	30				24	24	88.46%	67%	30	28	67.74%	
North Central KS Tech -Hays - 1974	30				30	29	79.31%	60%	29	26	73.08%	X / 2
Rasmussen University - 2014	256	194	118	73.77%	255	126	66.88%	26.2%	234	171	71.26%	X / 5
Seward CCC Area Tech School - 1981	30	33	29	52.63%	27	25	87.1%	60%	23	22	47.62%	
BSN Programs												
Kansas Wesleyan University - 1989	40				21	10	80.00%	50%	20	15	66.67	
Rasmussen University – 2017*	160				66	30	86.36%	22%	39	35	79.55%	X / 5
University of St. Mary - 2006	74				69	63	94.83%	44.4%	60	47	76.09%	X / 2
Washburn University - 1974	152				151	151	83.22%	25.9%	137	141	79.72%	
PN Programs												
<i>Highland Comm College /Tech</i> - 1970	40				24	21	90.0%	67%	18	16	75%	
Seward CCC / Area Tech School - 1978	30				30	24	87.5%	60%	30	28	64%	

* Program younger than 7 years – may need more oversight

**Full-time faculty less than 35% is warning indicator

Italicized school names mean PD has no dedicated admin support

More than 3 directors in 5 years is a warning sign

Bolded school names have PD also responsible for Allied Health

Summary of Programs Not Meeting Key Quality Indicators					
<u>Program Name</u>	<u>Not Accredited</u>	<u>Younger than 7 years</u>	<u>Less than 50% direct care</u>	<u>Director Turnover</u>	<u>Percentage of FTE Faculty Less than 35%</u>
Barton County Community College PN	X				
Benedictine College BSN				X	X
Butler Community College ADN				X	
Butler Community College PN	X			X	
Coffeyville Community College ADN	X				
Coffeyville Community College PN	X				X
Colby Community College ADN					
Colby Community College PN	X				
Dodge City Community College PN	X				
Donnelly College PN	X				
Donnelly College RN Bridge Program	X	X			
Flint Hills Technical College PN	X			X	
Fort Scott Community College ADN					X
Garden City Community College PN	X				
Highland Community College Technical Center PN	X				
Hutchinson Community College ADN			X		
Johnson County Community College PN	X				
Kansas City Kansas Community College PN	X				
Labette Community College PN	X				
Manhattan Area Technical College PN	X				
MidAmerica Nazarene University BSN					X
Neosho County Community College PN	X				
North Central Kansas Technical College Hays PN	X				
North Central Kansas Technical College PN (Beloit)	X				
Pratt Community College PN	X				
Rasmussen University ADN (Overland Park)				X	X
Rasmussen University BS (Overland Park)		X		X	X
Salina Area Technical College ADN	X	X			
Salina Area Technical College PN	X	X			
Seward County Community College PN	X				
University of Kansas Medical Center BSN					X
Washburn Institute of Technology PN	X				
Washburn University BSN					X
WSU College of Applied Sciences & Technology Practical Nursing	X				

Refresher Course – Information Brief – June 2023

Refresher Course / Program	Information	Cost
MN State Comm & Tech College	PN & RN Refresher Independent study for theory – has clinical component Have requirements to cover AR, MN, ND, SD, WI Theory requirements from 6-120 hrs Clinical requirements from 80-125	Not found
Idaho Nurse Refresher	RN and PN – based on ID regs RN – 25 theory / 80 clinical PN – 20 theory / 60 clinical Is approved by a couple of other states but not clear how they do the clinical component	\$2570
IA BON	RN refresher – found 2 sites that offer 80 theory / 80 clinical hours	\$1600 (\$900 T / \$700 C)
NC	AHEC does the refresher – specific to NC	
SDSU	This is one of the approved programs for KS. They work with our regs to meet clinical requirements. They do that for other states as well. RN 160 theory / 80 clinical PN 120 theory / 80 clinical	RN \$1900 PN \$1700
University of OK	Not sure of availability outside OK – has on ground component and it was not clear on number of hours	\$2000
Sigma Marketplace	54 theory hours (CNE given); no clinical component	\$400
A New Day	RN Refresher only 122 theory / 160 clinical – for WA state Not sure about availability outside WA	Not found
University of DE	Offered 1-3 times year? 15 week online theory course (about 120 theory hours) 80 hours clinical – not sure if this help is available outside DE	\$1250

Washington State University	RN refresher 40 theory hours (online) Lab – 2 day immersion experience – 15 hours 160 hours clinical (up to 80 hrs can be simulation online if approved and has extra cost)	\$3600 for course \$1600 theory portion \$1000 for lab exp \$1000 for clinical
UNC-Chapel Hill	140 theory (online) No clinical for those out of state	\$1125 (\$1000 + \$125 Admin fee)
Re_Nurse Academy	LPN refresher 120 theory / 80 clinical – minimum RN refresher 145 theory / 80 clinical - min	\$2000 for PN / \$1000 theory only \$2400 for RN/ \$1200 theory only

Notes:

- Most states have their own programs to meet state requirements
- SDSU has agreements with several states and appears to be the most flexible in working with other states
- Only one current program in KS designed for KS regs – Newman but clinical is site bound (must go to Wichita)

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

Guidelines for Survey Visits of Nursing Programs

Preparing for the Survey Visit

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

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

All survey visits will be planned as in person survey visits for initial program approvals, reapproval visits, or focus survey visits. However, survey visits may be done fully, or partially, as a virtual visit if there are circumstances beyond the control of KSBN agency or the nursing program being surveyed at the time of the scheduled survey visit. Decision regarding method of survey visit will be through a collaborative process with KSBN Education Compliance Officer, KSBN Executive Administrator, other Board site visitors, and the nursing program administrator. Nursing program administrators may still request the KSBN survey visit and Accreditation survey visit be done as a joint survey whether the visit is planned as an onsite visit or virtual visit.

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

A pre-visit self-study report is completed by the nursing education program and is used by the survey visitor(s) as one of the primary documents in the evaluation of the program. At least 30 days prior to the survey visit, the nurse administrator

should submit an electronic copy of the self-evaluation report, along with faculty and student handbooks, to the Education Compliance Officer at the Board office via USB flash drive or by secure file transfer directly to the Education Compliance Officer.

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

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

At least two weeks prior to the site visit, a virtual resource room is requested to be set up by the Program Administrator for KSBN site visitors. The virtual site should contain all documents needed for the site visit, including: (others may be requested before or during the site visit). Program has discretion as to how they set up the virtual resource room and how access is given. If a program does not have a secure way to set up the virtual room for site visitors they may contact the Nursing Education Compliance Officer for alternative provision.

1. Faculty policy manual or other materials that indicate policies for faculty (if different than the handbooks)
2. Nursing faculty committee bylaws
3. Organizational charts for college and nursing programs
4. Faculty meeting minutes for the three most current years
5. Course syllabi, including course outlines, class schedules, clinical schedules, and clinical rosters with name(s) of instructors
6. Samples of student projects or papers (include observational and preceptor experiences)
7. Current clinical affiliation agreements
8. Job description for nursing faculty and nurse administrator
9. Institutional and nursing program faculty handbooks
10. Institutional and nursing program student handbooks
11. Job description for preceptors and the preceptor orientation and training process and materials
12. Student and faculty files (may be done onsite if VRR not secure or per request of Administrator)
13. Clinical evaluation tools for all levels
14. A catalog or inventory list of laboratory, library, audiovisual, and computer assisted instructional holdings, with dates of publication and acquisition
15. Any policies or procedures related to testing – faculty and student
16. Copy of school catalog (or web link)
17. Preceptor position description and orientation materials (if preceptors used)
18. Admission packet for nursing
19. Copy of the nursing education program's audited fiscal report covering the

- previous two years, including income and expenditures
- 20. Program evaluation plan and evidence of program effectiveness
- 21. Advisory Committee minutes for last 3 years

Self-Evaluation Report

The self-evaluation report applies to all survey visits whether in person or virtual and should be:

- Done in an 8 ½ x 11" document with 1" margins,
- Pages should be numbered, including any appendices, and
- A table of contents should be included for the report.
- Include a current copy of the parent institution's catalog or bulletin with the report.
- Also include a copy of the 1) college faculty handbook, 2) college student handbook, and 3) nursing program handbooks for faculty and students on USB drive with report

Document guidance for specific report items:

➤ Faculty Table (include the following information)

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

➤ Curriculum Table

Requirements 60-2-104 (c) Professional nursing programs	Courses in curriculum that meet requirements – <i>includes non-nursing courses</i>
--	---

<ul style="list-style-type: none"> Aspects of safe, effective care environment, including the management of care, safety, and infection control 	
<ul style="list-style-type: none"> Health promotion and 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 	
<ul style="list-style-type: none"> Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential and physiological adaptation 	

Requirements 60-2-104 (d) Practical nursing programs	Courses in curriculum that meet requirements <i>including non-nursing courses</i>
<ul style="list-style-type: none"> Aspects of safe, effective care environment, including the coordination of care, safety, and infection control 	
<ul style="list-style-type: none"> Health promotion and 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 	
<ul style="list-style-type: none"> Physiological integrity, including basic care and comfort, pharmacology, reduction or risk potential and physiological adaptation 	

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

Materials are provided to all KSBN survey visitors at least one (1) month prior to the visit. Therefore, it is important that all materials be received from the nursing

program to the KSBN office no later than 30 days prior to the scheduled visit.

DRAFT

The Survey Visit

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

The nursing program prepares a tentative agenda for the visit and sends it to the Education Compliance Officer along with a copy of class, clinical laboratory, and clinical learning experience schedules available during the visit time at least 3-4 weeks prior to the scheduled visit. The agenda will be reviewed the first day with the nurse administrator. The agenda and suggested times serve as a guide for the visit.

Sample Agenda for Site Visits (Onsite and Virtual)

Day 1 – **all times are suggestions – may need additional time if larger groups*

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

Day 2

- Observe classroom activities
- Tour of clinical agencies
 - Conference with Nursing Service Representatives (time varies)
- Meet with Nursing Faculty (1 hour)
- Conference with General Education Faculty (15-30 minutes)
- Review student and faculty records
- Meet with members of the Advisory Council (30 minutes) – ****may be done in conjunction with Public meeting if site visit is being done with accreditation**
- Document Review
- Exit Interview (May be done on Day 3)

Day 3 (optional)

- Visit off-site or satellite campuses
- Exit Interview

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

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

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

The order of the agenda may be rearranged as needed to accommodate groups. Times given are approximate.

The survey visitor(s) may still need during the visit to review written materials /documents.

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

SpanTran – Questions from KSBN and Response from company

1. How long does it usually take to get a credentialing evaluation done?
 - **Response:** 10 business days from us receiving all documents from the school abroad/licenses .
2. KS needs to know they have the following: what would the cost be for an evaluation that includes review of all the following?
 - Content in biological, physical, social and behavioral sciences that provide safe foundation for nursing practice
 - a. Must have A&P with lab – at least 4 semester credit hours' worth
 - b. Must have Developmental Psych or Human Growth & Development hours – 3 credit hour course preferred
 - Must have at least 30 (semester) credit hours of nursing courses for RN and 15 semester credit hours for PN
 - Must have theory and clinical experience across the lifespan (need proof of clinical hours if courses are combined theory/clinical courses)
 - Theory and clinical must cover the following areas: (RN)
 - a. Aspects of safe, effective care environment, including management of care, safety and infection control
 - b. Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease
 - c. Psychosocial integrity, including coping, adaptation, and psychosocial adaptation
 - d. Physiological integrity, including basic care an comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation
 - Theory and clinical must cover the following areas: (PN)
 - a. The aspects of safe, effective care environment, including the coordination of care, safety and infection control
 - b. Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease
 - c. Psychosocial integrity, including coping, adaptation, and psychosocial adaptation
 - d. Physiological integrity, including basic care an comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation
 - e. IV therapy, including, at minimum, didactic supervised lab or supervised clinical practice as specified in KAR 60-16-104 (which includes PN scope of practice for IV therapy)
 - **Response:** All this information we include on the forms that we have the school fill out which is included on the evaluation. One thing I am unsure about is if you want us to state explicitly on the evaluation that the student met the requirements. Or if you do that as part of your internal review. Based of the information you provided the cost of the report would be \$450. CGFNS is \$800 for a 10-business day turnaround time.
3. If they have it done for one state and want to endorse to another, do you keep the evaluations and send them for the applicant or do they have to pay another fee to have it done again?
 - **Response:** They'd need to pay a \$10 fee to request a copy to be sent to another state.
4. What is the process for sending the evaluations to the state board of nursing? Does it come directly to us from you? (how do we know it is official)
 - **Response:** We have a portal where you can track and retrieve evaluations from. You'd receive the evaluations electronically through a secure server.



Date: February 10, 2021
 SpanTran Number: 000695471
 Name on Application: SAMPLE, Nursing Evaluation
 Name on Documentation: SAMPLE, Nursing Evaluation
 Date of Birth: January 1, 1995
 Type of Evaluation: Nursing Course Analysis

CREDENTIALS SUMMARY

Recommended U.S. Equivalency: Educational Analysis: Bachelor of Science in Nursing from a regionally-accredited institution of higher education; License Analysis: The Registered Nursing License permits the holder to practice as a registered nurse in the Philippines, comparable to a first-level nurse (Registered Nurse) in the United States.

Total Recommended Semester Credit Hours and Cumulative Grade Point Average: 131.00 2.61

Credential I of II

Country of Study: Philippines
 Institution: De La Salle-Lipa
 Foreign Credential: Batsilyer sa Agham, 2010
 (Bachelor in Science)
 Program of Study: Nursing
 Length of Program: 4 years beyond completion of elementary-secondary education
 Dates of Attendance: 2006 - 2010
 Language of Instruction: English
 Verification: Authenticated
 Recommended U.S. Equivalency: **Bachelor of Science in Nursing from a regionally-accredited institution of higher education**
 Notes: Course materials and textbooks for this program were issued in English.
 Grade Conversion: The grade scale is based on 1.00 - 5.00 with 3.00 as the minimum passing grade 1.00-1.70 = 4.00/A; 1.71-2.40 = 3.00/B; 2.41-3.10 = 2.00/C; 3.11-5.00 = 0.00/F

COURSE ANALYSIS

L = Lower Division U = Upper Division G= Graduate

SUBJECT	U.S. CREDITS	U.S. GRADES
FIRST SEMESTER 2006-2007		
College Algebra	2.00 L	2.00/C
Reading; Thinking and Study Skills	2.00 L	3.00/B
Faith and Revelation	2.00 L	3.00/B
Sining ng Pakikipagtalastasan	2.00 L	2.00/C
General Biology	2.00 L	3.00/B
General Chemistry (BSN)	3.00 L	2.00/C
National Service Training Program 1	2.00 L	3.00/B
Orientation 101	0.50 L	PASS
Physical Fitness	1.00 L	3.00/B

SECOND SEMESTER 2006-2007		
Bible Study	2.00 L	3.00/B
Biochemistry	3.00 L	2.00/C
Pagbasa at Pagsulat sa Iba't-ibang Disiplina	2.00 L	3.00/B
Fundamentals of Rhythm	1.00 L	4.00/A
National Service Training Program 2	2.00 L	4.00/A
Speech and Oral Communication	2.00 L	3.00/B
Orientation 201	0.50 L	PASS
Philippine History	2.00 L	2.00/C
Introduction to Philosophy	2.00 L	3.00/B
Physics	2.00 L	3.00/B
FIRST SEMESTER 2007-2008		
Anatomy and Physiology	3.00 L	2.00/C
Christology and Discipleship	2.00 L	2.00/C
Introduction to Information Technology Concepts	2.00 L	3.00/B
Effective Writing	2.00 L	3.00/B
Healthcare 1	3.50 L	3.00/B
Health Ethics	2.00 L	3.00/B
Individual/Dual Sports	1.00 L	4.00/A
Orientation 301	0.50 L	PASS
SECOND SEMESTER 2007-2008		
Asian Civilization	2.00 L	3.00/B
Ecclesiology and Sacraments	2.00 L	3.00/B
General Psychology with Health Education	2.00 L	2.00/C
Healthcare 2	3.00 L	3.00/B
Health Economics with Taxation and Agrarian Reform	2.00 L	2.00/C
Microbiology and Parasitology	2.50 L	3.00/B
Science; Technology and Society (Medical Transcription)	2.00 L	3.00/B
Team Sports	1.00 L	4.00/A
SUMMER SEMESTER 2007-2008		
Anthropology	2.00 U	3.00/B
Foundation of Nursing	2.00 U	3.00/B
Nutrition	2.00 U	3.00/B
FIRST SEMESTER 2008-2009		
Community Health Development	2.00 U	3.00/B
Christian Morality	2.00 U	3.00/B
Promotive and Preventive Nursing Care Management	8.00 U	2.00/C
Orientation 401	0.50 U	PASS
Philippine Literature	2.00 U	3.00/B
Strategies of Health Education	2.00 U	3.00/B
SECOND SEMESTER 2008-2009		
Basic Statistics with Biological Statistics	2.00 U	3.00/B
Family Life Education	2.00 U	3.00/B
Curative and Rehabilitative Nursing Care Management 1	8.00 U	2.00/C
Politics and Governance with Philippine Constitution	2.00 U	3.00/B
World Literature	2.00 U	3.00/B
SUMMER SEMESTER 2008-2009		
Related Learning Experience	2.50 U	2.00/C
FIRST SEMESTER 2009-2010		
Curative and Rehabilitative Nursing Care Management (8 units lec/8 units lab)	8.00 U	2.00/C

Orientation 501	0.50 U	PASS
Introduction to Research	2.00 U	3.00/B
Rizal's Life; Works and Writings	2.00 U	3.00/B
SECOND SEMESTER 2009-2010		
Nursing Management and Leadership (Seminar in Nursing)	8.00 U	2.00/C
Independent Nursing Practice; Occupational Health Nursing; Geriatric Care	2.00 U	3.00/B
CLINICAL EXPERIENCE		
Healthcare 1	153 Hours	
Healthcare 2	102 Hours	
Foundation of Nursing Practice	51 Hours	
Promotive and Preventive Nursing Care Management	408 Hours	
Curative and Rehabilitative Nursing Care Management	408 Hours	
Intensification Duty	205 Hours	
Curative and Rehabilitative Nursing Care Management 2	408 Hours	
Nursing Care Management and Leadership	408 Hours	
Elective in Nursing Practice with Seminar in Nursing	32 Hours	
Recommended Semester Credit Hours and Cumulative Grade Point Average:	131.00	2.61

Credential II of II

Country of Study:	Philippines
Institution:	Professional Regulation Commission of the Philippines
Foreign Credential:	Registered Nursing License, 2010
Verification:	Authenticated
Recommended U.S. Equivalency:	<i>The Registered Nursing License permits the holder to practice as a registered nurse in the Philippines, comparable to a first-level nurse (Registered Nurse) in the United States. Upon completion of a Bachelor of Science in Nursing program, graduates sit for national examinations in nursing licensure. This license, number XXXXX, issued November 3, 2010, is active as of December 3, 2020 and requires renewal every three years. This license has not been disciplined or revoked.</i>

Comments:

This evaluation is advisory only. The recipient retains the right to accept, modify or reject the recommendations listed herein. This file will be retained for five years from the date of file initiation. Inquiries about this evaluation must be submitted in writing within thirty days of the date listed at the top of page one of the evaluation. Verification progress may be delayed due to COVID-19-related school closures.

SpanTran: The Evaluation Company is a member of the National Association of Credential Evaluation Services / NACES.

References:

- Watkins, R. (2020). AACRAO EDGE: Philippines. Retrieved December 3, 2020, from <https://www.aacrao.org/edge/country/Philippines>.
- NUFFIC. (2020). Education System Philippines: Higher Education. Retrieved December 3, 2020, from <https://www.nuffic.nl/en/education-systems/philippines/higher-education>.
- International Nursing Foundation of Japan. (2008). Nursing in the world: The facts, needs and prospects (5th ed.). Tokyo, Chiyoda-Ku, Japan.



Records pertaining to this file will be retained until 12/3/2025

Prepared by:

Kathleen T. Freeman

Kathleen Freeman/ MD
Senior Credentials Evaluator
Issuing Office - Houston, TX





General Information and Policy Statements for Services

Located in Houston, Texas, New York, New York, Miami, Florida (intake office), and Los Angeles, California (intake office). SpanTran: The Evaluation Company referred to herein as *SpanTran*, provides academic credential evaluations, verification, and translations. SpanTran was incorporated in Texas in 1989, and joined the National Association of Credential Evaluation Services (NACES®) as a regular member in 1996.

SpanTran does not discriminate on the basis of race, disability, religion, gender, national origin, or age. However, as a private company not supported by any governmental or public funds, SpanTran retains the right to decline to provide services according to internal business practices and policies.

SpanTran retains evaluations and translations for five years from the date of file initiation. Questions regarding completed services must be submitted in writing within 30 calendar days of the date the evaluation was issued. Questions submitted after 30 calendar days must be submitted in writing, and accompanied by a non-refundable revision fee of \$50.00. This fee covers administrative costs and does not guarantee that any modifications will be made to the evaluation.

Credential Evaluation Policies

The U.S. government does not set standards for the evaluation of foreign educational credentials. SpanTran bases its evaluations on extensive in-house research, information gained through participation in professional development opportunities, and on-line and print resources. SpanTran is a member of NACES® but evaluation methodologies and outcomes vary among NACES member organizations. The recipient retains the right to accept, modify, or reject the recommendation(s) listed on the evaluation.

SpanTran does not knowingly evaluate falsified or altered documents. In cases of confirmed forgeries, SpanTran shares this information with NACES member organizations and notifies other entities as deemed appropriate.

General Analysis evaluations state recommended U.S. equivalency/ies and establish recognition/accreditation. Course Analysis evaluations additionally list coursework with a converted U.S. grade and credit value for each course, and a cumulative grade point average. Divisional Course Analysis evaluations provide the same information and also indicate the course level as follows: L = lower level (required prerequisites and entry-level undergraduate coursework), U = upper level (advanced-level undergraduate coursework), and G = graduate level (beyond undergraduate level coursework). Engineering and Teacher Course Analysis evaluations group courses by category. Nursing Course Analysis evaluations provide the same information as Divisional Course Analysis evaluations, and also include clinical and/or practical training if listed on the submitted documentation.

Course Analysis evaluations include recommended U.S. semester credit hours. In the U.S., one semester credit hour requires a minimum of 15 contact hours of theoretical instruction or 30 to 45 contact hours of laboratory and/or practical instruction per semester. A typical student enrolled in full-time studies in U.S. higher education earns approximately 30 semester credit hours per academic year.

SpanTran converts foreign academic credits, units, hours, etc. into U.S. semester credit hours regardless of the number of foreign credits, units, hours earned or completed. Courses may be assigned a lower number of U.S. semester credit hours than the applicant expects to receive; some courses may receive only one or two credits while others may receive no credit at all. Evaluations state the total recommended credit hours and may list courses for which no U.S. credit is recommended.

Foreign grades are converted to U.S. letter grades based on the 4.00 system. Letter grade values are generally: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67/D-, F = 0.00. A grade point average/GPA is a weighted average by which recommended credits per course are multiplied by the 4.00-based grade per course arriving at quality points. The total number of quality points are then divided by the total number of attempted credits. SpanTran lists the equivalent grade per course, including failures, incomplete, withdrawn, and pass grades. Failures are included in grade point average calculation. In cases of pass/fail grades, pass grades are awarded credit but not factored into the grade point average. If a specific course is attempted multiple times, the evaluation only includes the first and final attempts. The cumulative grade point average/CGPA will reflect both grades.

Cloud Files



> Academic Documents (1)

> Completed Evaluation (1)

Total Folders : 2

Case Information

 Case Comments (0)

Case Information

Account Name

SpanTran University

Client

Rocky Balboa

Total Recommended Semester Credit

0.00

Case Number

000539071

External Status

Completed

Case Origin

Email

Priority

Medium

Overall Equivalency Details

> Student Information

Service Type

Type of Analysis

Course Analysis

Turn Around Time

5

Verification & Translation

Verification Needed?

Translation Needed?

Search...

Search



Edin Fako ▾

n Request All Evaluations

Cases ▾



Number • Filtered by all cases - Status, Community Case Filter, Case Record Type • Updated a few seconds ago

er ▾ ▾	Client ▾	Client Birth Date ▾	External Status ▾	Date Expected ▾	Date/Time... ▾	Campuses ▾
	Edin Fako	11/5/2019	On Hold	12/13/2019		Boston Con..
	Fintan Murphy	11/21/2019	Cancelled	12/9/2019	11/22/2019 ...	
	Fintan Murphy TEST	5/3/2019	Completed	8/30/2019	8/16/2019 9:...	
	Michael Stone	7/3/2019	Completed	8/15/2019	8/20/2019 9:...	
	Rocky Balboa	7/2/2019	Completed	7/24/2019	9/19/2019 6:...	
	Fintan Murphy	7/6/2019	Completed	7/29/2019	11/11/2019 ...	
	Harleen Singh	6/28/1991	Cancelled	6/27/2019	6/20/2019 4:...	
	Okodaso Happy	7/27/1990	Cancelled		5/15/2019 6:...	

2023 Nursing & MHT Program Site Visits

Spring 2023	School	Level	Visitors	Comments
Feb. 7-8	Galen College – Wichita	ADN BSN	Janelle Martin Patty Palmietto	Initial site visit for both programs
Feb. 14-16	Dodge City CC	ADN	Janelle Martin Rebecca Sander	w/ ACEN
Feb. 22-23	Ottawa University	BSN	Janelle Martin Amy Hite	Initial site visit
Feb. 28-Mar 2	Neosho CCC	PN	Janelle Martin Patty Palmietto	w/ satellite campus visit
March 14	CAMBER/KVC	LMHT	Janelle Martin Rebecca Sander	Initial visit
March 20-22, 2023	KSBN Board meeting			Moved up 1 week per SEP22 board mtg
March 28-29	Butler CC	PN	Janelle Martin Dee Bohnenblust Michaela Hysten (O)	reapproval
April 4-5, 2023	Kansas Wesleyan	BSN	Janelle Martin Michelle Birdashaw	CCNE will be onsite the week of the board mtg
Fall 2023	School	Level	Visitors	Comments
Sept. 11-13, 2023	KSBN Board meeting			
Sept. 19-20	Mid-America College of Health Sciences	PN	Janelle Martin Michaela Hysten??	Follow-up after 1 st graduation
Sept. 26-28	JCCC	ADN	Janelle Martin Dee Bohnenblust	Reapproval w/ ACEN
Oct. 19-20	KCADNE Conference			
Oct. 24-25	Seward CCC	PN	Janelle Martin Rebecca Sander	Reapproval
Nov. 1-2	NCKT-Beloit	PN	Janelle Martin Patty Palmietto	Reapproval
Nov. 7-8	MidAmerica Nazarene University	APRN	Janelle Martin	Follow up after first graduation
Nov. 14-15	Garden City CC	PN	Janelle Martin Michaela Hysten??	Reapproval

2024 Nursing & MHT Program Site Visits

Spring 2024	School	Level	Visitors	Comments
Jan. 23-25, 2024	Highland CC	ADN	Janelle Martin	w/ ACEN
Jan. 30-Feb. 1	NCKTC-Beloit	ADN	Janelle Martin Patty Palmietto	ADN – f/u after 1 st graduation w/ ACEN
Feb. 26-28th, 2024	Bethel College	BSN	Janelle Martin Amy Hite	w/ CCNE
	Flint Hills Tech College	PN	Janelle Martin Michaela Hysten	
	Butler CC	ADN	Janelle Martin Patty Palmietto	w/ ACEN
April 9-10, 2024	MATC	PN	Janelle Martin Rebecca Sander	
Fall 2024	School	Level	Visitors	Comments
Sept. 4-6, 2024	Emporia State University	BSN	Janelle Martin	w/ ACEN
	WSU Tech	ADN	Janelle Martin Patty Palmietto	f/u after 1 st grad.
	Newman University	RNA	Janelle Martin Amy Hite	w/ COA

2022 Kansas Statutes

65-1119. Schools of nursing; approval; approval of providers of continuing education offerings; application fee; criteria for evaluating out-of-state schools; nationally accredited schools of nursing. (a) Application for approval. An approved school of nursing is one which has been approved as such by the board as meeting the standards of this act, and the rules and regulations of the board. An institution desiring to conduct an approved school of professional or practical nursing shall apply to the board for approval and submit satisfactory proof that it is prepared to and will maintain the standards and basic professional nursing curriculum or the required curriculum for practical nursing, as the case may be, as prescribed by this act and by the rules and regulations of the board. Applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board. The approval of a school of nursing shall not exceed 10 years after the granting of such approval by the board. An institution desiring to continue to conduct an approved school of professional or practical nursing shall apply to the board for the renewal of approval and submit satisfactory proof that it will maintain the standards and basic professional nursing curriculum or the required curriculum for practical nursing, as the case may be, as prescribed by this act and by the rules and regulations of the board. Applications for renewal of approval shall be made in writing on forms supplied by the board. Each school of nursing shall submit annually to the board an annual fee fixed by the board by rules and regulations to maintain the approval status.

(b) Schools for professional nurses. To qualify as an approved school for professional nurses, the school must be conducted in the state of Kansas, and shall apply to the board and submit evidence that: (1) It is prepared to carry out the professional curriculum as prescribed in the rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by this law and the rules and regulations of the board.

(c) Schools for practical nurses. To qualify as an approved school for practical nurses, the school must be conducted in the state of Kansas, and shall apply to the board and submit evidence that: (1) It is prepared to carry out the curriculum as prescribed in the rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by this law and the rules and regulations of the board.

(d) Survey. The board shall prepare and maintain a list of approved schools for both professional and practical nurses whose graduates, if they have the other necessary qualifications provided in this act, shall be eligible to apply for a license as a registered professional nurse or as a licensed practical nurse. A survey of the institution or institutions and of the schools applying for approval shall be made by an authorized employee of the board or members of the board, who shall submit a written report of the survey to the board. If, in the opinion of the board, the requirements as prescribed by the board in its rules and regulations for an approved school for professional nurses or for practical nurses are met, it shall so approve the school as either a school for professional nurses or practical nurses, as the case may be. The board shall resurvey approved schools on a periodic basis as determined by rules and regulations. If the board determines that any approved school of nursing is not maintaining the standards required by this act and by rules and regulations prescribed by the board, notice thereof in writing, specifying the failures of such school, shall be given immediately to the school. A school which fails to correct such conditions to the satisfaction of the board within a reasonable time shall be removed from the list of approved schools of nursing until such time as the school shall comply with the standards. All approved schools shall maintain accurate and current records showing in full the theoretical and practical courses given to each student.

(e) Providers of continuing nursing education. (1) To qualify as an approved provider of continuing nursing education offerings, persons, organizations or institutions proposing to provide such continuing nursing education offerings shall apply to the board for approval and submit evidence that the applicant is prepared to meet the standards and requirements established by the rules and regulations of the board for

such continuing nursing education offerings. Initial applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board.

(2) A long-term provider means a person, organization or institution that is responsible for the development, administration and evaluation of continuing nursing education programs and offerings. Qualification as a long-term approved provider of continuing nursing education offerings shall expire five years after the granting of such approval by the board. An approved long-term provider of continuing nursing education offerings shall submit annually to the board the annual fee established by rules and regulations, along with an annual report for the previous fiscal year.

Applications for renewal as an approved long-term provider of continuing nursing education offerings shall be made in writing on forms supplied by the board.

(3) Qualification as an approved provider of a single continuing nursing education offering, which may be offered once or multiple times, shall expire two years after the granting of such approval by the board. Approved single continuing nursing education providers shall not be subject to an annual fee or annual report.

(4) In accordance with rules and regulations adopted by the board, the board may approve individual educational offerings for continuing nursing education which shall not be subject to approval under other subsections of this section.

(5) The board shall accept offerings as approved continuing nursing education presented by: Colleges that are approved by a state or the national department of education and providers approved by other state boards of nursing, the national league for nursing, the national federation of licensed practical nurses, the American nurses credentialing center or other such national organizations as listed in rules and regulations adopted by the board.

(6) An individual designated by a provider of continuing nursing education offerings as an individual responsible for CNE who has held this position for the provider at least five years immediately prior to January 1, 1997, shall not be required to have a baccalaureate or higher academic degree in order to be designated by such provider as the individual responsible for CNE.

(f) Criteria for evaluating out-of-state schools. For the purpose of determining whether an applicant for licensure who is a graduate of a school of professional or practical nursing located outside this state meets the requirements of item (2) of subsection (a) of K.S.A. 65-1115 and amendments thereto or the requirements of item (2) of subsection (a) of K.S.A. 65-1116 and amendments thereto, as appropriate, the board by rules and regulations shall establish criteria for determining whether a particular school of professional nursing located outside this state maintains standards which are at least equal to schools of professional nursing which are approved by the board and whether a particular school of practical nursing located outside this state maintains standards which are at least equal to schools of practical nursing which are approved by the board. The board may send a questionnaire developed by the board to any school of professional or practical nursing located outside this state for which the board does not have sufficient information to determine whether the school meets the standards established under this subsection.

(f). The questionnaire providing the necessary information shall be completed and returned to the board in order for the school to be considered for approval. The board may contract with investigative agencies, commissions or consultants to assist the board in obtaining information about schools. In entering such contracts the authority to approve schools shall remain solely with the board.

(g) The board may accept nationally accredited schools of nursing as defined in rule and regulation.

(1) Schools of nursing which have received accreditation from a board recognized national nursing accreditation agency shall file evidence of initial accreditation with the board and shall file all reports from the accrediting agency and any notice of any change in school accreditation status. The board may grant approval based upon evidence of such accreditation.

(2) Schools of nursing holding approval based upon national accreditation are also responsible for complying with all other requirements as determined by rules and regulations of the board.

(3) The board may grant approval to a school of nursing with national accreditation

for a continuing period not to exceed 10 years.

History: L. 1949, ch. 331, § 8; L. 1963, ch. 314, § 5; L. 1973, ch. 249, § 2; L. 1978, ch. 240, § 5; L. 1980, ch. 188, § 2; L. 1980, ch. 186, § 2; L. 1981, ch. 244, § 2; L. 1982, ch. 261, § 3; L. 1983, ch. 207, § 3; L. 1983, ch. 206, § 9; L. 1983, ch. 206, § 14; L. 1988, ch. 243, § 2; L. 1990, ch. 221, § 4; L. 1997, ch. 146, § 2; L. 2001, ch. 161, § 4; July 1.

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65-1133. Same; educational and training programs for advanced practice registered nurses; approval; survey; nationally accredited programs. (a) An approved educational and training program for advanced practice registered nurses is a program conducted in Kansas which has been approved by the board as meeting the standards and the rules and regulations of the board. An institution desiring to conduct an educational and training program for advanced practice registered nurses shall apply to the board for approval and submit satisfactory proof that it is prepared to and will maintain the standards and the required curriculum for advanced practice registered nurses as prescribed by this act and by the rules and regulations of the board. Applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board. The approval of an educational program for advanced practice registered nurses shall not exceed 10 years after the granting of such approval by the board. An institution desiring to continue to conduct an approved educational program for advanced practice registered nurses shall apply to the board for the renewal of approval and submit satisfactory proof that it will maintain the standards and the required curriculum for advanced practice registered nurses as prescribed by this act and by the rules and regulations of the board. Applications for renewal of approval shall be made in writing on forms supplied by the board. Each program shall submit annually to the board an annual fee fixed by the board's rules and regulations to maintain the approved status. (b) A program to qualify as an approved educational program for advanced practice registered nurses must be conducted in the state of Kansas, and the school conducting the program must apply to the board and submit evidence that: (1) It is prepared to carry out the curriculum prescribed by rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by law and the rules and regulations of the board.

(c) The board shall prepare and maintain a list of programs which qualify as approved educational programs for advanced practice registered nurses whose graduates, if they have the other necessary qualifications provided in this act, shall be eligible to apply for licensure as advanced practice registered nurses. A survey of the institution or school applying for approval of an educational program for advanced practice registered nurses shall be made by an authorized employee of the board or members of the board, who shall submit a written report of the survey to the board. If, in the opinion of the board, the requirements as prescribed by the board in its rules and regulations for approval are met, it shall so approve the program. The board shall resurvey approved programs on a periodic basis as determined by rules and regulations. If the board determines that any approved program is not maintaining the standards required by this act and by rules and regulations prescribed by the board, notice thereof in writing, specifying the failures of such program, shall be given. A program which fails to correct such conditions to the satisfaction of the board within a reasonable time shall be removed from the list of approved programs until such time as the program shall comply with such standards. All approved programs shall maintain accurate and current records showing in full the theoretical and practical courses given to each student.

(d) The board may accept nationally accredited advanced practice registered nurse programs as defined by rules [and] regulations adopted by the board in accordance with K.S.A. 65-1130, and amendments thereto:

(1) Advanced practice registered nurse programs which have received accreditation from a board recognized national nursing accreditation agency shall file evidence of initial accreditation with the board, and thereafter shall file all reports from the accreditation agency and any notice of any change in school accreditation status.

(2) Advanced practice registered nurse programs holding approval based upon national accreditation are also responsible for complying with all other requirements as determined by rules and regulations of the board.

(3) The board may grant approval to an advanced practice registered nurse program with national accreditation for a continuing period not to exceed 10 years.

History: L. 1983, ch. 206, § 5; L. 2000, ch. 113, § 2; L. 2001, ch. 161, § 6; L. 2011, ch.

114, § 47; January 1, 2012.

Petition for Permission to Test/Retest NCLEX Summary
2/18/2023 to 5/19/2023

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Tiffany Barbosa	RN	Yes	Dec-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	3/3/2023
Edith Paez	RN	No	Dec-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	3/9/2023
Kiley Williams	RN	No	May-19	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	4/20/2023
Trina Winkler	RN	No	Dec-20	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	5/11/2023

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Shameka Thompsopn	RN	Yes	Jun-19	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	5/15/2023
Alondra Aviles Gallegos	PN	No	Jun-20	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	5/18/2023
Gabrielle Appl	RN	No	Jun-20	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	5/18/2023