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 10, 2025

### 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.

<b>Committee Members:</b>	Amy Hite, EdD(c), DNP, APRN, FNP-C, Chair
	Ruth L.M. Burkhart, DNP, MSN, MA, RN-BC, LPCC, V. Chair
	Michelle Terry, Public Member
	Mechele Hailey, DNP, RNC-OB, CNE
	Debra Pile, DNP, APRN, P-CNS
	Karen Kidder, DNP, RN, CNE
	Angela Murray, MSN, RN, MICT
Staff:	Janelle Martin, MHSA, RN – Nursing Edu. Compliance Officer
	Carol Moreland, MSN, RN – Executive Administrator

Stacy Johnson - Administrative Assistant, Education

- I. Quorum (minimum of 4 members present) Yes or No
- II. Call to Order
- III. Review of On-Site Packet
- IV. Additions/Revisions to the Agenda
- V. Announcements
- VI. Approval of Minutes March 25, 2025

#### **Consent Item Agenda**

- A. Nursing Education Staff Report
- B. 2025 Site Visit schedule
- C. Petition to Test/Retest Summary 2/21/25 through 5/12/25
- VII. Site Visit Reports
  - A. Galen College, ADN Program Follow up after 1<sup>st</sup> grad visit
  - B. Flint Hills Technical College PN Program Reapproval focus visit
  - C. Cloud County Community College PN Program Initial site visit

- VIII. New Business
  - A. Major Curriculum Change Requests
    - 1. Wichita State University
    - 2. University of Saint Mary Graduate
    - 3. Butler Community College ADN
    - 4. Manhattan Area Tech College PN
    - 5. University of Kansas BSN
    - 6. Washburn University Graduate
    - 7. Fort Scott Community College ADN
    - 8. University of Saint Mary BSN
    - 9. WSU Tech ADN
  - B. Five Year Legislative Review
    - 1. K.A.R. 60-5-102 Approval procedure (LMHT)
    - 2. K.A.R. 60-6-101 Requirements (LMHT)
- IX. Unfinished Business
  - A. NCLEX Improvement Plan Reports
    - 1. Seward County Community College, ADN Program
    - 2. Mid-America College of Health Sciences, PN Program
    - 3. Donnelly College, ADN Program
  - B. LMHT Task Force update/recommendation
  - C. Follow Up on 2:1 hours for simulation
  - D. KNPA approved changes to regulations with approval dates
    - a. K.A.R. 60-3-114 Refresher course amended 1.31.2025
    - b. K.A.R. 60-17-and 60-17-101 thru 109 amended 2.7.2025
- VIII. Agenda for September 2025
- IX. Adjourn

#### **Committee Responsibilities:**

To review and recommend revisions in educational statutes and regulations for nursing, APRN, RNA and LMHT programs. To review educational policies for nursing and LMHT programs; to review all reports, evaluations, and site visits of schools of nursing, APRN, RNA and LMHT programs.

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 30<sup>th</sup> calendar day may be addressed at the meeting at the discretion of the President of the Board or Chairperson of the Committee.

You are invited to a Zoom webinar!

When: Jun 10, 2025 08:30 AM Central Time (US and Canada) Topic: Kansas State Board of Nursing - Education Committee Join from PC, Mac, iPad, or Android: <u>https://us02web.zoom.us/j/87478654620?pwd=pwFMz63vABB8A3vbU5YxcUnmIEIRNs.1</u> Passcode:KsbnEDComm

Phone one-tap: +12532050468,,87478654620#,,,,\*4237819414# US +12532158782,,87478654620#,,,,\*4237819414# US (Tacoma) Join via audio: +1 253 205 0468 US +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston) +1 669 444 9171 US +1 669 900 6833 US (San Jose) +1 719 359 4580 US +1 507 473 4847 US +1 564 217 2000 US +1 646 876 9923 US (New York) +1 646 931 3860 US +1 689 278 1000 US +1 301 715 8592 US (Washington DC) +1 305 224 1968 US +1 309 205 3325 US +1 312 626 6799 US (Chicago) +1 360 209 5623 US +1 386 347 5053 US Webinar ID: 874 7865 4620 Passcode: 4237819414 International numbers available: https://us02web.zoom.us/u/kl3Kds5Yz



### **Staff Report**

Date: May 19, 2025

- TO: KSBN Board Members
- FR: Janelle B. Martin, MHSA, RN Nursing Education Compliance Officer
- RE: June 2025 Education Staff Report

#### Purpose of the Agenda Item and/or the Board Action Requested:

This report is an update on the activities of the Education Compliance Officer for March 15, 2025, through May 15, 2025, in support of the KSBN strategic plan. No Board action is requested at this time.

#### Strategic Outcome and actions to support the outcome:

- <u>Priority Objective 3 4 Oversee nursing education programs and continuing nursing</u> education providers to ensure requirements in the Nurse Practice Act are met:
  - KAR 60-2-102
    - o Three site visits this quarter: all completed within regulatory time frames
      - *Galen College ADN: completed a follow up after first graduation visit for this program*
      - Flint Hills Tech College PN per board actions this was a one year follow up to a reapproval visit to confirm all recommendations had been addressed
      - Cloud County Community College initial visit for establishing a PN level program after Cloud's change to a bilevel designation for the ADN program
    - Notification from Osawatomie State Hospital that they are closing their LMHT program effective immediately, due to high turnover rates and large number of agency staff at the facility. There have been no graduates since 2021.
    - Changes in Nursing Program Administration through 5/15/25:
      - Washburn University announced that Jane Carpenter, Dean of Nursing, will be retiring at the end of June after 32 years with the School of Nursing. Dr. Crystal Stevens has been named as Interim Dean and will begin her new role on 7/1/2025.

- KAR 60-2-103
  - o 51 Faculty Qualification Reports were processed this quarter (2Q25).
  - 63% were initial FQRs; 37% were updates indicates more new faculty are being hired
  - 35% (down from 56% in last quarter 2024) of the FQRs had Hire exceptions or Degree plans associated which means faculty did not meet regulatory requirements

<u>Priority Objective 3 – 5 Communication provided is high quality, clear, accurate,</u> current and includes effective methods available to give feedback to the Board:

- Submitted three NCSBN web surveys to all Education network participants regarding:
  - How other states handle conditional or probationary approval
  - Simulation virtual vs. in-person definitions are regulation
  - Tracking for nursing programs how is data and information obtained and used
- Other Education Activities:
  - Discussed petition process with an Education Consultant group. Asked for input and recommendations possible petition conditions
  - LMHT exam task force Dr. Ruth Burkhart, Chair for Task Force. Met again to finalize recommendation to the Education Committee and Board regarding the LMHT program being a licensure program.
  - Annual report with NCSBN updated the Additional Questions section to further delineate how many nursing seats are available in Kansas and the possible reasons that spots aren't being filled. Changes should yield a more accurate picture of the nursing pipeline for KS schools. Annual report opened April 21, 2025, and all reports are due by June 30. Survey links were sent to 68 programs (PN, ADN, BSN, APRN). Three program are doing annual reports for the first time (new programs).
  - NCSBN Education Network monthly calls stay connected with other state boards on education topics

Spring 2025	School	Level	Visitors	Comments
Jan. 29-30, 2025	Washburn Tech	ADN	Janelle Martin Karen Kidder	Initial visit
Feb. 4-6, 2025	Hutch CC	ADN	Janelle Martin Patty Palmietto Angela Murray (O)	w/ ACEN
Feb. 6-7, 2025	Hutch CC	PN	Janelle Martin Patty Palmietto Angela Murray (O)	Reapproval
Feb. 11, 2025	Donnelly College	All	Janelle Martin Karen Kidder	Site visit for cause
March 11-12, 2025	Galen College	ADN	Janelle Martin Mechele Hailey	Follow up after first graduation
March 24-26, 2025	KSBN – board meetings			Tues. 3/25 – ED mtg @ 8:30, LSOB
April 29-30, 2025	FHTC	PN	Janelle Martin Debra Pile	Reapproval f/u
May 5, 2025	Cloud CCC	PN	Janelle Martin Patty Palmietto	Initial visit for PN (Cloud moving to bilevel status)
July 23-24, 2025	Chamberlain	BSN	Janelle Martin A. Hite or D. Pile	Initial visit
Fall 2025	School	Level	Visitors	Comments
Sept. 8-10	KSBN – board meetings			Tues. 9/10 – ED mtg @ 8:30, LSOB
Sept. 16-17	Allied Health Career Training	PN	Janelle Martin Mechele Hailey	Follow up after 1 <sup>st</sup> graduation
Sept. 23-25, 2025	SATC	ADN & PN	Janelle Martin Karen Kidder	Reapproval ACEN initial?
Oct. 1-2	Newman University	RNA	Janelle Martin Amy Hite?	w/ COA
Oct. 7-8 or 8-9??	Fort Scott Comm College	ADN	Janelle Martin	Follow up for Cond. Approval, no admits
Oct. 16-17	KCADNE Fall Forum			
Oct. 22-29	No visits			
Nov. 3-4, 2025	Labette CC	PN	Janelle Martin Debra Pile	Reapproval
Fall 2025 or Spring 2026	Ottawa University	BSN	Janelle Martin	Follow up after 1 <sup>st</sup> graduation
Fall 2025 or Spring 2026	Donnelly College	PN/ADN	Janelle Martin	Follow-up for Conditional approval- no admits

### 2025 Nursing & MHT Program Site Visits

Spring 2026	School	Level	Visitors	Comments
Or Fall 2025	Ottawa University	BSN	Janelle Martin	Follow up after 1 <sup>st</sup> graduation
Or Fall 2025	Donnelly College	ADN/PN	Janelle Martin	Follow up visit per board action
Feb. 3-6, 2026	Neosho CC	ADN	Janelle Martin	w/ ACEN
Feb. 24-25, 2026	JCCC	PN	Janelle Martin	Reapproval
March	MACOHS	PN	Janelle Martin	
March	WSU Tech	PN	Janelle Martin	
March 23-25, 2026	KSBN Board meetings			
April			Janelle Martin	
Fall 2026	School	Level	Visitors	Comments
Sept. 14-16	KSBN Board meetings			
Sept. 30-Oct 2	Benedictine College	BSN	Janelle Martin	w/ accreditation
	Colby CC	PN		
	Fort Hays Tech NC - Hays	PN		
Oct. 15-16 or 22- 23	KCADNE Fall Forum			
	KCKCC	PN		
	Washburn Tech	PN ADN		Reapproval Follow up after 1 <sup>st</sup> graduation

### 2026 Nursing & MHT Program Site Visits

Petition for Permission to Test/Retest NCLEX Summary 2/26/2025 to 5/13/2025					
Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Gavin Harth	PN	No	Dec 21	<ol> <li>Additional 20 hours of study for each area on study plan</li> <li>Total of 30 hours of observational clinical to cover all unsuccessful areas on exam</li> <li>Successful completion of formal Review Course with predictability score</li> <li>Audit nursing class(es) to review all unsuccessful areas</li> </ol>	5/13/2025
				<ol> <li>Additional 10 hours of study for each area on study plan</li> <li>Total of 15 hours of observational clinical to cover all unsuccessful areas on exam</li> <li>Successful completion of formal Review Course with predictability</li> </ol>	
Acelin C. Lucero	RN	`No	May-23	score	5/19/2025

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

Program:	Galen College of Nursing - ADN	_ Date(s):	March 11-12, 2025
Last KSBN Visi	t: <u>Initial visit Feb. 2023</u> Accrediting Agency&	Date of Last Visit:	ACEN initial visit Oct. 2024
Visitors:	Mechele Hailey, DNP, RN, CNE – KSBN Education Co KSBN Education Compliance Officer	mmittee member;	Janelle B. Martin MHSA, RN –

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Num 60-2-102	rsing Program			1	
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		Galen College of Nursing Wesley Medical Plaza 551 N. Hillside St, Ste. 410 Wichita, KS 67214
NSHB=Nursing Student Handbook NFHB= Nursing Faculty	Names of primary administrative officials	Self-Study	X		CEO – Mark Vogt Chief Acad Officer - Tracy Ortelli EVP/Provost - Steve Hyndman Regional Dean - Mollie Nordgren
Handbook CC=College Catalog FSCC HB= Faculty Handbook ACEN SS = SSR	Organizational chart for the institution	Self-Study	X		SS, Appendix K CEO – Mark Vogt > Tracy Ortelli, CAO >Steve Hyndman, EVP/Provost > Mollie Nordgren, Regional Dean > Keisha Brooks, Dean of Nursing, Wichita
	Current contact information	Self-Study	X		SS
		VRR	X		New program
	An audited fiscal report covering the previous two years, including a statement of income and expenditures				
	Copy of school's current catalog	Self-Study VRR	Х		Reviewed Education Committee 17

Description of nursing program	Organizational chart for nursing program	Self-Study (link) VRR	X	SS, Appendix L
	Number of faculty	Self-Study	X	7 FT 7 Adjunct
	Number of non-teaching staff	Self-Study	X	SS, pg. 168 – Appendix S 14 non-teaching staff: 2 enrollment counselors Student Financial Specialist Registrar IIT Support Specialist 2 Facilities technicians 2 Admin Asst.'s Campus Engagement Specialist 2 clinical learning lab staff Director of Campus Operations Clinical Education Manager
		Self-Study	X	KSBN has approved for: 60 admits /quarter – traditional and LPN bridge students
	Number of students admitted per year			Current enrollment – 215 (per report) – 159 ADN, 2 yr option and 56 LPN to RN Bridge option *48 started in newest cohort 1/6/25
<b>Nursing Program</b> A	Administrator and Faculty			
Nursing Program	Name and credentials	Self-Study	Х	Keisha Brooks, DNP, RN
Administrator	Qualifications	Self-Study	X	CV provided – Appendix F
	Teaching load	Self-study	X	No assigned teaching load
	Responsibilities	Self-Study	X	SS, Appendix H – job description. Administrator for nursing program – responsible for all aspects of the nursing program
Faculty selection and input	Faculty organizational by-laws	Self-Study	X	SS, Appendix P – pg. 137
into program	Faculty job description	Self-Study	X	SS, Appendix M, N VRR – meet KSBN requirement
	Faculty selection process	Self-Study	Х	yes
	Faculty orientation plan	Self-Study	Х	Yes – SS pg. 157 in Appendix Q
	Faculty handbook	VRR Onsite	X	Reviewed

	General faculty meeting minutes for last 3 years	In repository	X	Minutes reviewed for past 3 years (prior to start through present).
Faculty qualifications (Enclose a table that displays	Name of faculty	Self-Study	X	Faculty table in VRR – all areas required where on the table.
the following information):	FT or PT (use FTE)	Self-Study	X	ok
	Academic Credentials	Self-Study	Х	ok
	Institution granting degree	Self-Study	X	ok
	Area of clinical expertise	Self-Study	X	ok
	Area(s) of assignment	Self-Study	X	ok
	Licensure	Self-Study	X	ok
	Indicate degree plan and progress towards degree if applicable	Self-Study	X	ok
	List all faculty hire exceptions including course hired to teach	Self-Study	X	
	Faculty file review	On-site	X	All required documentation in files.
Preceptor Qualifications and Information	Preceptor criteria & selection	Self-study	n/a	Program does not utilize preceptors at this time.
	Preceptor job description	Self-study VRR		
	Identified roles of preceptors, faculty, and students	Self-study VRR		
	Preceptor orientation materials	VRR		
	Preceptor signatures showing date orientation completed	VRR		
	Name of preceptor and course with prefix & course number	VRR		
	Preceptor state of license & license number	VRR		
	Methods of contact between faculty & preceptor	VRR	•	+
<b>Students</b> 60-2-102 &	60-2-107			·
Student policies:	Admission of generic, transfer, and	Self-Study	X	SSR pg. 79 and all policies in VRR
Student policies: Provide written evidence of the following	articulation students			Admission – 1) HS grad or GED and must be able to communicate eff. In English.

 1		1	
			<ul> <li>2) Testing -TEAS test – need min score of 55% (trad); 52% for Bridge (could also have ACT, SAT or PAX equivalent listed on website)</li> <li>3) LPNs also need to have a 2.5 GPA or better for PN program and must provide proof of current, active, unencumbered PN licensure.</li> <li>Transfer – pg. 81 – at least 35% of course credits required for graduation must be earned at Galen.</li> </ul>
Degree plan for each degree being granted	Self-Study	X	Articulation – pg. 84 <u>https://galencollege-</u> live.s3.amazonaws.com/wp- <u>content/uploads/20240820133326/w</u> <u>ichita-adn-curriculum_Wichita-</u> 24 7.7.23 web.pdf
Oral and written English proficiency	Self-Study	X	VRR – had policy
Readmission	Self-Study	X	SS pg. 84-85 Request for readmission form. Can apply if no prior program dismissals, no prior disciplinary actions and no more than 2 prior unsuccessful course attempts.
Progression	Self-Study	X	SS pg. 85 NSHB – on website Must achieve at least "Academic Good Standing" each term ("C" or better) – evaluated at the end of each term before progressing
Counseling &guidance	Self-Study	X	SS pg. 87 Faculty does academic advising. Several resources to support. Personal counseling is available at no cost to student.
Student role versus employee role	Self-Study	X	SS pg. 89 NSHB – clinical policies outline this
Representation on faculty governance	Self-Study	X	SS pg. 89 Galen students are provided multiple platforms for involvement in college governance activities. These platforms include, but are not limited to, the Student Advisory Committee (SAC), the Galen Student Nurse Association (GSNA), Education Committee 20

				the Professional Advisory
				Committee (PAC), and the Student Ambassadors.
	Graduation	Self-Study	X	Pg. 41 - NSHB
	Refund policies governing all fees and tuition paid by students	Self-Study	X	SS pg. 92 In NSHB, pg. 31: https://galencollege.edu/campuses/w ichita/catalog-resources
	Ethical practices including recruitment, admission, and advertising	Self-Study	X	SS pg. 94
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X	SS pg. 94 – written policy in NSHB and is also within the Enrollment Agreements which are reviewed prior to admission.
	Student Handbook	On-site VRR	X	VRR - reviewed
Student support services	Description of student safety measures	Self-Study	X	VRR - ok
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X	
Student records	Review student files	On-site	X	ok
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	VRR – samples of student work
Curriculum 60-2-102, 60-2-104, 8	& 60-2-105			
List Curriculum Requirements:	Required non-nursing courses	Self-Study	X	40 Gen Ed quarter credits are required:
Copy of current curriculum with date of last revision. Include:	<pre>**One quarter credit =     12 contact hrs - theory     24 contact hrs - lab     36 contact hrs - clinical</pre>			Humanités – 4 Communications – 4 Natural Sciences/Math – 20 Social/Behavioral – 8 Interdisciplinary - 4
	Required Nursing courses that includes course description, objectives, content	Self-Study	X	SS, pg. 180 – Appendix U

outline and method of evaluation (include list of clinical facilities if applicable)			<ul> <li>*67 nursing quarter credit hours – traditional ADN</li> <li>*,39 nursing quarter credit hours – bridge program (also received 20 quarter credits for PN licensure</li> <li>Syllabi available on VRR have other required information.</li> </ul>
		X	See above
Credit hours for each non-nursing course Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit	Self-Study Self-Study	X	TOTAL nursing Credit / Clock hours: 67 grtr credit hrs (41 didactic / 12 lab /
hours for RN programs and 15 credit hours for PN Programs)			18 clinical) 1428 clock hrs (492 didactic / 288 lab / 648 clinical)
Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X	SS, pg. 96 – Appendix A and BCourse Theory/Lab/ClinicalNUR 155 – Foundations 6/4/2NUR 170 – Med/Surg 4/2/3NUR 230 – Mat/Child 6/2/2NUR 256 – Mental Health 4/0/2NUR 257 - Cncpts of Aging 3/1/2NUR 265 Adv M/S 4/1/3NUR 283 Transition to Prac 4/1/4
List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	n/a	One operating room observation is only one in the curriculum.
List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	Self-study	X	NUR 230         17         24%           NUR 253         9         25%           NUR 254         16         44%           NUR 256         12         17%
List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours in the nursing program). Capstone hours are excluded from this calculation.	Self-study	n/a	n/a

	Testing process with test analysis and the written test procedure	Self-Study	X	SS, pg. 189 Appendix V
	Number of students per class	Self-Study	X	
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X	Reviewed Clinical rotation calendars for each clinical course. All meet requirements. Current ratio is 1:9-10.
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	Pre-reqs and electives in curriculum cover these content areas.
	Art and science of nursing	Self-Study	Х	
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X	Curriculum table in VRR
Curriculum Table:		Self-Study	X	$SSR ng / 1_/ 3$
Identify the nursing and non-	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	Λ	SSR pg 41-43 Curriculum table provided
nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X	Curriculum table provided
For Fractical Nurse Frogram	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X	Curriculum table provided
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X	Curriculum table provided
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a	Program identified no changes.
<b>Educational Facilities</b>	s 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	25,000 sq ft of space: -Multimedia classrooms -Clinical learning labs -Simulation center w/ 2 sim hospital rooms, 2 debrief rooms, 1 moulage room and one storage room -Student study and lounge areas Education Committee 23

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				-Free parking -Conference rooms
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students.	Self-Study & On-Site	X	Faculty have cubicles in a large open, shared space. Several small conference rooms available to meet with students or with other faculty.
	Secure space for student records	Self-Study & On-Site	X	Student records are electronic and password protected with limited access.
	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	Onsite IT specialist available to students and faculty.
	Satellite program facilities		n/a	
		Tour		
	Other points of interest			
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs.	Self-Study & On-Site	X	The Galen Library is a member of the DOCLINE resource-sharing consortium available through the National Network of Libraries of Medicine® (NN/LM®). DOCLINE is an automated interlibrary loan system that aims to promote collaboration between the nation's medical libraries and facilitate access to information resources that otherwise might be unavailable.
<b>Clinical Resources 60-</b>	-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	Reviewed clinical contracts for 4 smaller sites as well as the larger Wesley contract– all had current dates and signatures
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	15+ contracts (multiple with Wesley facilities)
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of	Self-Study & On-Site	X	Each nursing program works with the agencies

	appropriate learning experiences for all students.			
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.	Self-study & On-Site	X	Appropriate language in all contracts that were reviewed.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives.	On-Site	X	Toured Wesley Medical Center – 3 Tower (Med-Surg floor)
<b>Administrative Policie</b> 60-2-102, 60-2-103, &6	s & Procedures 0-2-104	<u> </u>		
Program NCLEX pass rates	NCLEX Pass rates for the last 5 years (first time candidates)	Self-Study	X	2025 1Q NCLEX report – 100% (9)
Advisory Committee	Review Advisory Committee minutes	On-site	X	Minutes in order and show agenda and action items
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X	New program
	Budget procedures		X	Reviewed – no issues; DON has oversight of nursing budget
Meet with the following members of the educational	Administration	On-Site	X	See interview list
institution to determine adequate support for nursing program	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	•
Meet with members of selected affiliating clinical	Chief Nursing Officer	On-Site	n/a	Clinical agency meeting included CEOs and CNOs
agencies to determine adequacy of facility to meet	Staff RN's	On-Site	n/a	Spoke w/ several staff on the unit – some who were working with students today. Good feedback

expected program outcomes				regarding faculty and students. QR code for students to use after every clinical day (placed by Wesley education)
	Individuals conducting observational experiences	On-Site	n/a	N/A
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X	The program evaluation plan is developed and beginning to show data for the first year. Faculty is aware of SPE.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X	Program had 1 <sup>st</sup> graduation class in December. There is evidence of EOPSLO analysis and faculty minutes support discussion.

#### **Onsite Interviews:**

Administration:

- Tracy Ortelli, PhD, RN, CNE, ANEF, FAAN President / Chief Academic Officer, Galen College
- Steve Hyndman, EdD Executive VP / Provost
- Mollie Nordgren, PhD, MSN-Ed, BSN, RN, CNE AVP Regional Dean, West Region
- Matt Sheehan Regional Director of Campus Operations
- Keisha Brooks, DNP, MSN, RN Dean of Nursing, Wichita campus

Student Support Services and Faculty Support Personnel:

- Matt Sheehan Regional Director of Campus Operations
- Samantha McClymont Director of Campus Operations, Wichita
- Tim Frederick Director of Office of Academic Records
- Laura White, MS Director of Academic Program Management
- Tim Zoglmann Senior Director of Admissions
- Theresa Eiler Director of Financial Aid
- Joe Price, MLIS, MA Administrative Librarian / Library Services
- Autumn Lawson Enrollment
- Stacey Wright-Haviland Registrar
- Matthew Ruiz IT Support Specialist
- Kyle Hagen Student Financial Service Specialist
- Alexis Carter Campus Engagement Specialist
- •

Student meeting: 10 ADN students (8-1<sup>st</sup> semester'; 2 - 3<sup>rd</sup> semester bridge students)

Nursing Faculty Meeting: (all are FT faculty)

- Kathryn Carmichael, MSN, RN
- Alexandra Herman, MSN, RN
- Christi Leewright, MBA, BSN, RN (finishing MSN 5/25)
- Mandi Lopez, MSN, RN
- Yesenia Ybarra, MSN, RN

#### General Education Meeting:

- Brad Bulycz Associate Professor (San Antonio campus) Intro to Sociology, Psych, Developmental Psych Dr. Graham Professor, Arts & Sciences Dept. nutrition, soc, psych Allison Stanley, MS, NPC Asst. Professor, Psych, Dev Psych Dr. Kona Jones Dev Psych, statistics •

#### Clinical Partner / Advisory (IAT) Meeting:

Jessica Adelhardt MSN, RN – Wesley Medical Center – in charge of student experiences ٠

Clinical Observation : NUR 242 Medical Surgical Nursing (bridge students) - Faculty, Julia Solis MSN, RN

Classroom Observation: NUR283 Transition to Practice - Faculty, Christi Leewright, BSN, RN (MSN in progress)

#### Strengths:

- Updated nursing program space with four simulation rooms, video system, and debrief room this has been added since initial visit ٠
- Teaching / Learning Academy (TLA) for all new faculty. Brings nursing and the arts/sciences faculty together to collaborate. It is a • voluntary program and provides weekly discussions on Blooms taxonomy for nursing faculty.
- Deep Dive groups for faculty groups who teach "like" courses can get together and "tear it apart" and make sure it is in line with ٠ Evidence-Based practice
- LEAD program for leadership mentoring (Dean of Nursing is in current class) ٠
- Excellent student support have GPS course (Student Success course) which helps them navigate Canvas (LMS), how to work with an online environment, help them connect to resources for courses and general study. Also provides "Content Enrichment" which is available for any course (students highly complimentary of this aspect).
- Online alert messaging that goes directly to Academic Advisor when student is having any issues
- Data is shared among campuses (standardized curriculum with regional input) which allows faculty to see how their campus compares with other campuses. West Region is Las Vegas, NV; Salt Lake City, UT; Aurora, CO; and Wichita, KS.
- On-campus "experience management" to foster creativity and innovation and to get students engaged.

#### **Opportunities**:

- 1. Testing introduce computer testing earlier and more frequently
- 2. High stakes testing with ATI consider if it is good practice to use ATI as a high-stakes medium (M/S and Adv M/S they must take ATI tests to pass courses. They can take twice and will be offered an incomplete and then have 3 more opportunities to pass at the assigned level. Will fail course if they don't pass one of these. Discussed need for "rigor" in a course for students to take the opportunity seriously.

#### Recommendations:

1. Recommend approval of ADN program for five years.

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

Program: Flint Hills Technical College Date(s): April 29-30, 2025

Last KSBN Visit: April 2024 Accrediting Agency& Date of Last Visit: KSBN Approved only

#### Visitors: <u>Debra Pile, PhD, RN - KSBN Education Committee member; Janelle B. Martin, MHSA, RN - KSBN</u> Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nu 60-2-102	rsing Program	1		I	
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		3301 W. 18 <sup>th</sup> Ave, Emporia, KS
	Names of primary administrative	Self-Study	X		<ul> <li>Pg. 5 - SS</li> <li>1) Dr. Caron Daugherty – President/CEO</li> <li>2) Lisa Kirmer – EVP of Academic Affairs / Student Services</li> <li>3) Katherine Morgan – Dean of Health</li> </ul>
SS= PN Self-Study	officials	~ 10 ~ 1			& Human Services
VRR=Virtual Resource Room	Organizational chart for the institution	Self-Study	Х		DON > Dean Health & Human Services > VP AA/SS > President
	Current contact information	Self-Study	X		<ul> <li>Pg. 6 - main document</li> <li>President's office - 620.341.1306</li> <li>Health and Human Services Dept. - 620.341.1348</li> <li>Nursing office - 620.341.1328</li> </ul>
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		In VRR – Reviewed, no issues
	Copy of school's current catalog	Self-Study VRR	X		Reviewed online and static copy reviewed at site visit; Pg. 79 PN program
Description of nursing program	Organizational chart for nursing program	Self-Study	X		DON <pn (ft,="" adjunct),<br="" faculty="">HHS Admin Asst.</pn>

	Number of faculty	VRR	X	1 FT DON (MSN) 3 FT (1 MSN, 2 BSN) faculty, 1 Adjunct faculty (BSN)
	Number of non-teaching staff	Self-Study	X	* FT Admin Asst. shared with HHS division (PT for nursing)
	Number of students admitted per year	Self-Study	X	SS, Pg. 4 KSBN approved to admit 60 (30/30) annually / 2 admission times Currently have 28 in program – 13 in 2 <sup>nd</sup> semester; 15 in 1 <sup>st</sup> semester
<b>Nursing Program</b> 60-2-102 & 60-2-10	Administrator, Faculty & Preceptors			
Nursing Program Administrator	Name and credentials	Self-Study	X	Pg. 6 Juli Heitman, MSN, RN MSN in nursing w/ a post-masters in HC Quality. Has both internal and external mentor for her role.
	Qualifications	Self-Study	X	Experience across multiple specialties.
	Responsibilities	Self-Study	X	SS, Pg. 6 Link to job description: <u>Director of</u> <u>Nursing Job Description</u> . Supervises all aspects of nursing program.
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X	SS, Pg. 10 College-wide P&Ps master agreement – same for nursing <u>nursing faculty bylaws</u>
	Faculty job description	Self-Study	X	SS, Pg. 5 – add program evaluation as part of nursing faculty responsibility? Language meets requirements for licensing and credentials.
	Faculty selection process	Self-Study	X	SS, Pg. 10 Follow institution-wide process
	Faculty orientation plan	Self-Study	X	SS, Pg. 11 - describes a process for all school employees. Faculty Handbook is found on the website and states that employees will be paid for orientation hours. Link to new policy: <u>nursing celectatioCommittee</u> 31

				policy. Checklists are in faculty files.
	Faculty handbook	On-site USB	X	Reviewed FHTC Faculty HB online.
	General faculty meeting minutes for last 3 years	On-site	X	*minutes were narrative and hard to follow discussion, actions and follow-up. New template is helping identify these things in faculty meetings during the past year. There is evidence of monthly meetings with student involvement.
Faculty qualifications	Name of faculty	Self-Study	X	SS, Pg. 11 – Table in VRR
(Enclose a table that displays the following	FT or PT (use FTE)	Self-Study	X	ok
information):	Academic Credentials	Self-Study	X	Listed for initial licensure plus any subsequent
	Institution granting degree	Self-Study	X	ok
	Area of clinical expertise	Self-Study	X	ok
	Area(s) of assignment	Self-Study	X	Not specified
	Licensure	Self-Study	X	Number on table
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a	n/a
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a	n/a
	Faculty file review	On-site	X	Original transcripts for all faculty. Updated FQRs done. Orientation checklists for all 4 current faculty.
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	VRR Onsite	X	Pg. 31 Had this in hard copy. Policy is being added to NFHB.
	Preceptor job description	VRR	X	Added after last visit
	Identified roles of preceptors, faculty, and students	VRR Onsite	X	VRR – had document. This was updated and put in policy and handbook prior to completion of visit. Preceptor role is identified but does not address responsibilities of the student and faculty member. It had stated that the preceptor does the evaluation and that was changed to be "feedback by preceptor to faculty".

	Preceptor orientation materials	Self-Study	X	Orientation page is available and is signed and dated by preceptor. Have a checklist for preceptor.
	Preceptor signatures showing date orientation completed	Self- Study/On-site	X	Three preceptors with signed document showing orientation completed.
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	X	VRR NUR203 has 2 preceptor (OB clinic) NUR223 – one wound care preceptor for Adult Care 2
	Preceptor State of license &License number	Self-Study	X	VRR – on signed sheet
	Methods of contact between faculty & preceptor	Self-Study	X	VRR
<b>Students</b> 60-2-102	& 60-2-107			
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X	SS Pg. 12; Catalog Pg. 9-14 Nursing student HB Pg. 8-10 Requires application, ACT or Accuplacer test w/in last 5 years, 2 work references, background check

Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X	SS Pg. 12; Catalog Pg. 9-14 Nursing student HB Pg. 8-10 Requires application, ACT or Accuplacer test w/in last 5 years, 2 work references, background check and TEAS test w/ a min. score of 58.7 w/ a min. reading score of 60%. Must also hold active CNA certificate.
	Degree plan for each degree being granted	Self-Study	X	SS Pg. 15 Catalog Pg. 91-92 <u>https://www.fhtc.edu/program/pract</u> <u>ical-nursing/TCER/</u> 55 credit hr program
	Oral and written English proficiency	Self-Study	X	SS Pg. 13, 16 TEAS test – requires an ind. Reading score of 60% or more
	Readmission	Self-Study	X	SS pg. 16 Nrsg Handbook Pg. 28 Must contact DON and write a letter showing strong evidence of commitment. Nursing Admissions Committee reviews and makes decision. Only granted one readmission.
	Progression	Self-Study	X	SS Pg. 16-17; Nrsg HB Pg. 34 Must have "C" or better in all nursing courses. All 1 <sup>st</sup> semester courses must be passed before starting 2 <sup>nd</sup> semester.

			Catalog Pg. 7; Nrsg HB Pg. 21 Personal and academic counseling through the Student Success Center.
Student role versus employee role	Self-Study	X	SS Pg. 18 gap identified at Spring 2024 visit; has been corrected.
			The 2025-26 NSHB has been updated with new language that is appropriate.
Representation on faculty governance	Self-Study	X	SS Pg. 18; NSHB pg. 29-30 Class presidents are invited to monthly faculty meetings. All students required to attend and participate in the Community Service Org. meetings
			SS Pg. 19 Nrsg student HB Pg. 26; Catalog Pg. 7 Must settle outstanding debts prior to pinning and graduation.
Refund policies governing all fees and tuition paid by students	Self-Study	X	SS Pg. 20: Catalog Pg. 7; NSHB Pg. 22-23
Ethical practices including recruitment, admission, and advertising	Self-Study	X	SS Pg. 20 College catalog, pg. 5
Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X	SS Pg. 21 Nrsg student HB Pg. 12 Found on pre-admission checklist <u>https://www2.fhtc.edu/assets/pub/PN-</u> <u>Checklist-AUG-2024.pdf</u>
Student Handbook	On-site VRR	X	Pg. 22 Nrsg student HB; after 2024 site visit and several issues found, school has initiated a revision to ensure alignment. Rec'd working draft – not been approved by institution at this time (plan is for end of June '25)
Description of student safety measures	Self-Study	X	SS Pg. 22-23; Student HB pg. 23 RAVE notification system
Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X	SS pg. 24 Nrsg student HB pg. 23 CareArc is a community health center that offers several types of services for FHTC students. Crosswinds Counseling also provides services for FHTC students.
Review student files	On-site	X	Reviewed all Sem 1 and 2 files – Education Committee
_	Graduation         Refund policies governing all fees and tuition paid by students         Ethical practices including recruitment, admission, and advertising         Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)         Student Handbook         Description of student safety measures         Description of student health services (available on-site or students have knowledge of	Image: Constraint of the sector of the sec	Graduation       Self-Study       X         Refund policies governing all fees and tuition paid by students       Self-Study       X         Ethical practices including recruitment, admission, and advertising       Self-Study       X         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         Student Handbook       On-site VRR       X         Description of student safety measures       Self-Study       X         Description of student health services (available on-site or students have knowledge of available health services)       Self-Study       X

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	Work reviewed for each nursing course – mostly ATI assignments
Curriculum 60-2-102, 60-2-104,	& 60-2-105	L		
List Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X	SS pg. 25; Catalog pg. 92 A&P w/ lab (8 ch), Foundations of Psych (3) Dev. Psych (3 ch), Nutrition (3 ch) Also need BLS/First Aide (1) and CNA (5 ch).
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X	SS pg. 25 – links to all syllabi which were reviewed
	Credit hours for each non-nursing course	Self-Study	X	SS pg 25, 27-28; Catalog pg. 92 23 credit hours
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X	SS Pg. 27-29; Catalog pg. 92 CourseCourseCredit / ClockNSG 101 Fund of Pharm2225NSG 121 Foundations450NSG 122 Fndtns Clin290NSG 125 Nrsg Care of Adults I450NSG 127 NCA I Clin290NSG 206 Seminar I112.5NSG 202 Mat/Child225NSG 203 Mat-Child Clin145NSG 204 Mental Health225NSG 223 NCA II clinical3135NSG 224 Care of the Aging225NSG 225 Leadership, Roles225NSG 226 Seminar II112.5Total program credit hrs = 55Clinical hours = 360 clock hrs
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a	n/a
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X	SS, pg. 29 NSG 203 Mat/Child 7/45=15.5% NSG 223 NCA II clin 3/135=2.2%

	List all simulation hours for each relevant course ( cannot exceed 50% of total clinical hours per course).	Self-Study	X	SS pg. 30 NSG 223 NCA II clin 21/135=16%
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	X	SS pg. 31 NSG 203: 12 hrs NSG 223: 7 hrs = 19/360 total clin hrs =5.3%
	Testing process with test analysis and the written test procedure	Self-Study	X	VRR Policy should be in Nursing Faculty HB. Faculty able to verbalize process and the NFHB is now available. Student testing process is in NSHB.
	Number of students per class	Self-Study	X	SS, Pg. 32 Classroom can be a max of 30:1. Currently 1 <sup>st</sup> semester students are 15:1 and 2 <sup>nd</sup> semester is 13:1.
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Onsite – curriculum notebooks	X	SS pg. 33 Max is 1:10; all clinical schedules provided
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X	SS, pg. 34
	Art and science of nursing	Self-Study	X	SS, pg. 34 Nrsg student HB pg. 3
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X	VRR table
Curriculum Table: Identify the nursing and non-nursing courses that	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X	Link to curriculum table <u>FHTC Practical Nursing Program</u> <u>Curriculum Table.docx</u>
contribute to the students' learning for these outcomes:	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X	
For Practical Nurse Program	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X	
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X	Education Committee 36

Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study		<ul> <li>SS Pg. 35</li> <li>*Nutrition HHS 119 was moved to a prereq (rather than co-req)</li> <li>*Increase in A&amp;P from 5-8 to 8 cr hrs to align w/ KBOR recommendation</li> <li>*HHS 101 Human G&amp;D removed and replaced w/ PY100/150 Intro to Psych and Dev. Psych.</li> </ul>
Educational Facilit	ties 60-2-106			
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X	SS Pg. 36 - description 2 classrooms – hold 27, 25 (tight) students 1 computer lab (very tight fit w/ 28 seats and no partition), 3 skills labs, 3 sim pt. care areas, 3 HF simulators Add'1 computer lab within the college
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X	SS pg. 36 – faculty all have offices w/ doors but they are open at the top. Conference room or Program Admin office used for counseling or private conversation.
	Secure space for student records	Self-Study & On-Site	X	SS pg. 36 – nursing records locked in DON office; Registrar office also has part of file locked in Admin office
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X	SS pg.37 36 Chromebooks on mobile cart; computer lab w/28 computers; 15 desktop computers available in library with one printer for student use. IT staff are available during business hours and Canvas has a way to send requests for help at any time.
	Satellite program facilities		n/a n/a	
	Other points of interest		11/a	
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X	SS pg. 37-38 Mostly online resources. Libguide created for all Healthcare resources. Librarian does intro and education about resources for each nursing class. Education Committee 37

				Books in library are current after Spring 2024 visit recommendation. Library now keeps a copy of all nursing books on reserve. FT librarian w/ Master of Library Information/Science. Makes visits to nursing classrooms for orientation and class.
<b>Clinical Resources</b>	60-2-105			
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating	On-site	X	Reviewed 4 contracts – OK CareArc Emporia Presbyterian Manor Newman Regional Holiday Resort (closed 12/24)
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X	SS pg. 39-40
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X	SS pg. 41 – DON states that PN program has designated days for clinical at local hospital; students say that sometimes BSN students are also there. Good LTC space.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X	SS Pg. 41 – contracts have appropriate language
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X	Toured Presbyterian Manor w/ a variety of services offered – has wound care and memory care – 15 students present w/ 2 instructors
Administrative Pol 60-2-102, 60-2-103,	icies & Procedures &60-2-104			
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	X	SS pg. 24 2020 89% 2021 80% 2022 100% 2023 100% 2024 100%
Advisory Committee	Review Advisory Committee minutes	On-site	X	Meet regularly 2x/year. PAC members very engaged. Have good attendance. Good input from community members.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income	Self-Study	X	Reviewed - no significant findings Education Committee 38

	and expenditures			
	Budget procedures	Self Study Discussion	X	SS pg. 42 DON works w/ Dean of HHS to review budget with input from faculty. Final budget approved by Board.
Meet with the following	Administration	On-Site	X	See interview list
members of the educational institution to determine adequate support for	General education and required support course faculty	On-Site	X	See interview list
adequate support for nursing program	Support services	On-Site	X	See interview list
	Students	On-Site	X	Met w/ 15 1 <sup>st</sup> sem students
Meet with the following members of selected	Chief Nursing Officer	On-Site	X	Met w/ DON at Presby Manor
affiliating clinical agencies to determine adequacy of	Staff RN's	On-Site	X	n/a
facility to meet expected program outcomes	Preceptors	On-Site	n/a	Not in the current class
1 8	Individuals conducting observational experiences	On-Site	n/a	Not in current class
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X	SS pg. 45-47 Now have a plan for PEP; nursing has adopted the college- wide plan for assessment divided into 7 key areas of assessment which will be on a 4-year assessment cycle with the college. Encourage nursing to look at curriculum and students annually and particularly EOPSLOs. Action plan in place to address concerns from 2024. Will work w/ Institutional Effectiveness to track and review outcomes regularly.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	XX	Goals now have time frames. Better tracking in faculty minutes and encouraged them to follow action steps and outcomes. Consider looking at retention by semester for student success – review every admit cycle.

#### **Interviews conducted**:

## Administration:

- Dr. Caron Daugherty, President of FHTC (4 years)
- Lisa Kirmer, EVP of Student Services & Academic Affairs
- Kim Dhority, Dean of Academic Affairs
- Nancy Thompson, VP of Administrative Services / Director of HR
- Brenda Carmichael, Dean of Enrollment Management
- Denise Gilligan, Director of Institutional Effectiveness
- Katherine Morgan, Dean of HHS/ Director of Dental Programs
- Juli Heitman, MSN, RN Director of Nursing for PN Program

## Students: met with:

- 15 Semester 1 students (Jr)
- 3 Semester 2 students (Sr)

Clinical Visit: Presbyterian Manor - NSG 127 Nursing Care of Adults I; Faculty - Maggie Danborg, BSN, RN and Judy; 15students

# Support Services:

- Brenda Carmichael, Dean of Enrollment Management/ Advisory /Registrar
- Eva De Hoyos Academic Advisor /Counselor
- Gwen Clements Financial Aid Advisor, Scholarships
- Taylor S. Admissions Recruiter
- Troy A. Director of Financial Aid

# Nursing Faculty:

- Maggie Danborg, BSN, RN FT
- Emily Dieker, MSN, RN FT
- Patricia Peck, BSN, RN FT
- Judy Walls-Moore, BSN, RN Adjunct

### **Advisory Committee:**

- Heather Allred– CNO, Newman Regional Health
- Autumn McCullough ESU, Advisor for LPN to BSN program
- Lori Torres, BSN, RN retired faculty FHTC
- Beth Wiemer SVH Clinic, Emporia

# Strengths identified:

- Students are positive and engaged in their learning
- Engaged faculty student focused
- Smaller class size helps student engagement and faculty interaction
- Strong support from LTC site very supportive of FHTC program
- Crosswinds MHC connection for students ability to respond onsite in a crisis (housed across the street at the HS)

# **Opportunities identified:**

- Consider including responsibility for nursing program evaluation in the nursing faculty job description
- Administrative support for faculty peer mentoring opportunities.
- Consider additional resources to give attention to training and resources for simulation (Gaumard gives free trainings)
- Continue to work on Faculty minutes as a way to show discussion, action and follow-up. Make sure closure loops are documented. Consider using a format that includes standing agenda with clearly defined actions and follow-up.
- Consider work on test plan for leveling tests throughout the program.

# **Recommendations**:

1. Recommend reapproval of PN program for a period of 5 years.

# **Requirements for Approval of Registered Nursing Programs**

60-2-101 – Requirements for initial approval Kansas State Board of Nursing

Name of Institution:	Cloud County Community College	Date: May 5, 2025

Type of Program: \_\_\_\_\_Bilevel program – PN level\_

# Visitors: <u>Patty Palmietto, DNP, MSN, RN – KSBN Committee member; Janelle Martin, MHSA,</u> <u>RN – KSBN Nursing Education Compliance Officer</u>

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

Accreditation					
60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	Initial application	Х		Cloud CCC has HLC accreditation Nursing program has ACEN accreditation and KSBN approval – last reviews were both Feb. 2019
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report			Application submitted for change to bilevel and establish PN program for approval to take licensure exam – to Board March 26, 2025 – board approved for site visit
	Course of study (1)	Report	Х		Bilevel ADN with established PN level for students to have the ability to take the PN- NCLEX after the first year of the program
	Credential to be conferred (1)	Report	Х		PN certification after completion of first year of bilevel program
	<ul> <li>Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8)</li> </ul>	Report	X		Using currently approved curriculum – IVT is included in curriculum at the first level. Will it be taught in the PN level curriculum per regs (KAR 60-16-104) NR 112 Lifespan Development II – has all IVT components for certification.
60-2-104 (c) (1-4) (d) (1-4)	Develop a table and Identify the primary courses that will meet each category Instruction and clinical experience in – For PN program	Report (table)	Х		Table reviewed. No issues
	<ul> <li>Aspects of safe, effective care environment, including the management of care, safety, and infection control</li> <li>Health promotion and</li> </ul>		X		

	<ul> <li>maintenance, including growth and development through the life span and prevention and early detection of disease</li> <li>Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and</li> </ul>		X		
	<ul> <li>Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, and physiological adaptation</li> </ul>		X		
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	VRR Faculty Profile Table	Х		VRR: *4 FT faculty (3 MSN and 1 BSN w/ MSN degree plan in place) *8 PT faculty (3 MSN, 2 BSN w/ degree plans, and 3 BSN w/ Hire Exceptions)
Clinical Resources 60-2-101 (b) (15-16)	<ul> <li>Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities</li> </ul>	VRR Initial application	Х		48 current clinical sites – 14 sites are used for PN level
	<ul> <li>signed contracts or letters from clinical facilities stating they will provide clinical experiences for students</li> </ul>	VRR	Х		Report – Appendix H, pgs 74-82

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Initial Survey - for Approval of satellite campus 60-2-101 (c) (1)	The following shall be available: minutes of faculty meetings	VRR	Х		Minutes available – reviewed
	admissions material	VRR	Х		Nursing Program Student Handbook and the College catalog
	<ul> <li>describe any admission testing</li> </ul>	VRR	Х		NSHB – under Standard 4 Curriculum – Entrance Examination
	faculty and student     handbooks	Document Room USB	Х		Reviewed
	policies and procedures	Document Room	Х		Reviewed – In compliance
	curriculum materials	Access to LMS to view	Х		Reviewed – already approved
	<ul> <li>copy of the nursing education program's budget</li> </ul>	VRR	X		Nursing Governing Organization documents: 3-year nursing program budget – standard increases. NO change to faculty and physical space. Additional budget for professional development.
	affiliating agency     contractual agreements	VRR	Х		VRR – currently have 48 contracts that cover both levels of the program
60-2-101 (C)(2)	Inspect the following: nursing education facilities including class rooms, laboratory, offices, student record storage; faculty offices	Tour	X		Brand new facilities and building for the nursing department. Every faculty member and staff have their own offices. The simulation lab has a skills side, and a room that holds the OB simulator plus med surg and an ICU room.
	library facilities	VRR	Х		Addition of any PN level study aids for the PN NCLEX as well as several new online

	resources. Library has study rooms and computer access to all online resources. Also have lib guides for nursing which house most of the resources.
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#### Interviews done onsite:

#### Administration:

- Amber Knoettgen, President- MBA CCCC
- Brandon Galm, PhD VP Academic Affairs
- Caesar Wood M.S. VP for Administrative Services
- Mary LaBarge, Budget & Finance, Director of Accounting Services
- Cindy Lamberty, MS Director of Assessment, Institutional Effectiveness, and Planning

#### **Support Services:**

- Jennifer Schroeder, MLS Director of Library Services
- Keela Andrews, MA TRIO Director
- Brandt Hutchinson, MSC Vice President for Student Services
- Jennifer Zabokrtsky, BS Director of Geary County Campus
- Kristina Farmer, MS Director of Advisement and Retention
- Courtney Stensaas, BS Director, Financial Aid
- Britni Tremblay, MSE– Director of Admission
- Rosemary Bent– Student Success Center
- Zoe Merz, BA Coordinator of Student Engagement and Retention
- Cassie Wurtz, BA Registrar

#### Nursing Service Reps & Advisory Council:

- Julie Crimmins, MSN Clay County Medical Center
- Della Strait, MSN DON, Cloud County Health Center
- Faye Jones, MSN Republic County Health Department Administrator
- Nicki Cleveland, MSN Mitchell County Hospital Health System
- Jessica Badsky, RN CNO, Clay County Medical Center
- Dan Mather, MSN Salina Regional Health Center Director
- Krista Bryant, MSN Emeritus Faculty
- Dave Garnas Cloud CCC Board of Trustees-President

#### Nursing Faculty:

- Sara Beikman, MSN FT, Concordia
- Kim Smith, MSN FT
- Amber Simmons BSN
- Amanda Haug, MSN, FNP-C, Geary campus
- Tena Myer, MSN
- Christina Reid, MSN

**<u>Students</u>** - 5 prospective nursing students and 1 current student attended the meeting. 1 would possibly be eligible for taking PN boards in fall, with the other 4 prospective students starting in fall.

## Strengths:

- 1) Very strong support for the Dean of the Nursing Program, Stefanie Perret. She has high accolades from administration, advisory committee and peers for leadership and organizational skills.
- 2) Strong support / commitment from CCCC administration for the change in the program. They have all been thoroughly prepared for the changes and what the changes will do for students.
- 3) Prospective students are very supportive of nursing program and are very familiar with the program proposed changes.
- 4) Faculty involvement in process have been very involved in planning and are all on board with the changes for the program and the opportunity it will give students.
- 5) Student Support Services is supportive of the change and the marketing of this change. It creates the opportunity on their Geary campus for an option for military families.
- 6) Provides LPN's for needed areas in the area hospitals and care facilities.

# **Opportunities:**

- 1) Continue strong communication with Communities of Interest.
- 2) Focus on the marketing of the new change.

#### **Recommendations:**

1) Recommend approval of the Major Curriculum Change to make Cloud County Community College from a traditional ADN to a Bi-level program with the option for students to take their LPN after the first year. Follow up visit for the PN level to be done in conjunction with next ADN site visit in Spring 2027.

# 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:	4/30/2025							
Name of Program:	_WSU School of Nursing							
Program Administrator including credentials:	Debie Pile, DNP, APRN, P-CNS							
Parent Institution:	Wichita State University							
Address of Institution:	1845 Fairmount St. Box 41							
Wichita, KS 67260								
Level of the Program for which the change Is being requestedUndergraduate, BSN and Accelerated (ABSN) Briefly describe the Change being requested:Curriculum change to incorporate CCNE's 2021 New Essentials, which includes new courses and elimination and integration of previous courses. This curriculum also aligns with KBORs universal, pre-nursing transfer requirements								
	Action Taken							
Education Committee Rev	iew Date							
Action Taken: 🛛 Appro	oved 🔲 Not Approved 🔲 Deferred							
oard of Nursing Review Date								

Approved

Deferred

Action Taken:

Not Approved

# 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. <u>Do Not submit entire course</u> 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.



April 30, 2025

Janelle B. Martin, MHSA, RN Nursing Education Compliance Officer Kansas State Board of Nursing 900 SW Jackson St., Suite 1050 Topeka, KS 66612-1230

# Dear Janelle Martin,

After reviewing our current curriculum, the nursing faculty at Wichita State University (WSU) initiated a significant revision to align with the 2021 AACN New Essentials and the Kansas Board of Regents (KBOR) universal transfer requirements. A dedicated faculty task force was formed to develop a revised plan of study (POS), which was subsequently reviewed and approved by the full faculty. This updated POS includes newly developed courses, revisions to existing ones, and updated learner outcomes across the curriculum. Additionally, some courses were eliminated, with their essential objectives thoughtfully integrated into other courses to ensure continuity and cohesion in the overall learning experience

Together with the faculty of the School of Nursing at WSU, we recommend the

revision of the curriculum as follows:

1. Implement the following newly developed courses that meet identified gaps

in the current curriculum:

- a. NURS 319: Nursing Pathophysiology
- b. NURS 313: First Semester Clinical
- c. NURS 307: Introduction to Nursing Pharmacology
- d. NURS 355: Nursing Pharmacology I
- e. NURS 422: Nursing Pharmacology II
- f. NURS 485: Health and Wellness of the Healthcare Provider

- 2. Elimination of these standalone courses, with thoughtful incorporation of essential objectives across the curriculum
  - a. NURS 349: Therapeutic Nutrition
  - b. NURS 375: Healthcare Informatics
  - c. NURS 407: Foundations of Quality Improvement and Patient Safety
- 3. Change of sequencing of:
  - a. NURS 325: Evidence-Based Practice in first semester, to NURS 475: Evidence-Based Practice in fourth semester.
  - NURS 380: Maternal/Newborn Nursing Care in second semester, to NURS 380: Foundations of Reproductive and Newborn Health in third semester.
  - NURS 381: Maternal/Newborn Practicum in second semester, to NURS 381: Foundations of Reproductive and Newborn Health Clinical in third semester.
- 4. Change of course number
  - a. NURS 344: Health Assessment  $\rightarrow$  NURS 314 Health Assessment
  - b. NURS 347: Health Assessment Lab → NURS 316 Health Assessment Lab
- 5. Change of course title
  - a. NURS 343: Mental Health Practicum → NURS 343: Mental Health
     Clinical
  - b. NURS 380: Maternal/Newborn Nursing Care → Foundations of Reproductive and Newborn Health
  - c. NURS 381: Maternal/Newborn Practicum → NURS 381: Foundations
     of Reproductive and Newborn Health Clinical
  - d. NURS 412: Care of Adults II Practicum → NURS 412: Care of Adults II
     Clinical

- e. NURS 432 Pediatric Practicum  $\rightarrow$  NURS 432: Pediatric Clinical
- f. NURS 471 Complex Care of Adults Practicum → NURS 471: Complex
   Care of Adults Clinical
- g. NURS 498: Senior Seminar  $\rightarrow$  NURS 498: Transition to Practice
- 6. Change of credit hours:
  - a. NURS 309: Fundamentals of Nursing Care, 2 CH  $\rightarrow$  3 CH
  - b. NURS 312: Fundamentals of Nursing Care Lab, 2 CH $\rightarrow$  1 CH
  - c. NURS 325: Evidence-Based Practice, 2 CH → NURS 475: Evidence-Based Practice, 1 CH.
  - d. NURS 347: Health Assessment Lab, 2 CH  $\rightarrow$  1 CH
  - e. NURS 462: Nursing Leadership and Management, 3 CH  $\rightarrow$  2 CH
  - f. NURS 497: Capstone, 2 CH  $\rightarrow$  3 CH.

The undergraduate nursing faculty would look forward to having the opportunity to present these changes to the Kansas State Board of Nursing Education Committee during the June 2025 meeting. If approved, the changes would be implemented with the Fall 2027 cohort of students in the traditional BSN program. On behalf of the WSU School of Nursing, it is hoped that you will find the enclosed information complete.

Sincerely, Debra Pile, DNP, APRN, P-CNS

Current Curriculum			Proposed New Cu	Rationale for Change		
5th Semester (1s	t Semeste	er of nursing courses, junior year)	Alexandro de la competición de la comp	14. j.	a an	· .
Course	Credit Hour (CH)	Course Description (CD)/ Outcomes	Course	СН	CD/ Outcomes	
NURS 302 Professional Nursing Practice	3	<ul> <li>Explores the discipline and scope of professional nursing.</li> <li>Apply knowledge of the humanities, social and biological sciences to the study of nursing's historical progress as an art, science, and profession.</li> <li>Explore standards of nursing practice and the ethical code of conduct in nursing.</li> <li>Examine the role of multiple forms of communication in personal and professional relationships.</li> <li>Describe opportunities for collaboration with health care team members, examining the continuum of local and global issues that impact patient health.</li> <li>Identify culturally appropriate, evidence-based, patient/family-centered care.</li> </ul>	NURS 302 Professional Nursing Practice	3	<ul> <li>Explores the discipline and scope of professional nursing.</li> <li>1. Describe opportunities for collaboration with health care team members.</li> <li>2. Examine the continuum of care.</li> <li>3. Compare the scope of practice of the RN and other disciplines.</li> <li>4. Explore professional nursing identity.</li> <li>5. Examine factors impacting healthcare provider wellness.</li> <li>6. Develop resilience and coping mechanisms.</li> <li>7. Understand the basic elements of the evidence-based practice process.</li> </ul>	Revised SLOs to align with New Essentials.
NURS 349 Therapeutic Nutrition	1	<ul> <li>Focuses on nutritional needs of patients with select health issues.</li> <li>1. Apply knowledge of the humanities, social and biological sciences to nursing practice in meeting nutritional needs of patients with select health issues.</li> </ul>	NURS 349 Therapeutic Nutrition	1		Integrated into other student learning outcomes (SLOs).

		<ol> <li>Discuss safe administration of enteral and parenteral nutrition.</li> <li>Demonstrate effective use of written, electronic, and oral communication.</li> <li>Identify roles and relationships of the Interprofessional health care team in providing care to patients with select nutritional needs.</li> </ol>				
NURS 375 Health Care Informatics	1	<ul> <li>Focuses on the strategic role of information systems health care.</li> <li>Demonstrate compliance with professional standards and ethical code of conduct as it applies to information systems.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills.</li> <li>Explain collection, storage, retrieval, and use of clinical data.</li> <li>Explore national data bases and how they can be used in research.</li> </ul>	NURS 375 Health Care Informatics	1		Integrated into SLOs.
***NURS 309 Fundamentals of Nursing Care	2	<ul> <li>Focuses on beginning skills including evidence-based practice.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Apply knowledge of the humanities, social and biological sciences to beginning nursing practice.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills.</li> </ul>	***NURS 309 Fundamentals of Nursing Care	3	<ul> <li>Focuses on beginning nursing practice.</li> <li>1. Investigate elements of evidence-based nursing practice.</li> <li>2. Describe principles of health literacy used in client care.</li> <li>3. Identify members of the Interprofessional health care team and their roles.</li> <li>4. Describe selected nursing frameworks.</li> </ul>	Updated CD, revised SLOs to align with New Essentials.

		<ol> <li>Explore evidence-based practice influencing techniques of nursing skill performance.</li> <li>Explore principles of health literacy used in patient care.</li> <li>Identify members of the Interprofessional health care team and their roles.</li> </ol>			<ol> <li>Understand basic nursing skills.</li> <li>Compare nutrition concepts for various client states.</li> </ol>	
***NURS 312 Fundamentals of Nursing Care Lab	2	<ul> <li>Focuses on learning and performing basic nursing skills.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills.</li> <li>Facilitate the application of health promotion strategies by individuals.</li> <li>Perform skills and procedures while maintaining safety in the laboratory.</li> </ul>	***NURS 312 Fundamentals of Nursing Care Lab	1	<ul> <li>Focuses on learning and performing basic nursing skills.</li> <li>Perform nursing skills.</li> <li>Understand selected nursing procedures.</li> <li>Integrate feedback to improve nursing practice.</li> <li>Demonstrate nursing frameworks (ADPIE, CJMM, ABCs).</li> <li>Demonstrate principles of health literacy used in client care.</li> </ul>	Updated SLOs to align with New Essentials. Shortened to 8 weeks in order to fit a clinical course (NURS 313) into first semester, to start students in agencies sooner.
*/***NURS 325 Evidence- Based Practice	2	See 8 <sup>th</sup> semester curriculum	*/***NURS 475 Evidence-Based Practice	1	<ul> <li>Emphasizes the discovery, analysis, and application of evidence to support clinical practice.</li> <li>Use effective written, oral, or electronic communication skills in applying the steps of Evidence Based Practice (EPB).</li> <li>Discuss the legal and ethical ramifications of research with human subjects/participants.</li> <li>Create an evidence-based project.</li> </ul>	Moved to final semester to increase student context for course. Reduced CH and incorporated into program outcomes, updated SLOs.

NURS 344 Health Assessment	2	<ul> <li>Focuses on holistic assessment of patients from diverse populations.</li> <li>Discuss nursing standards and ethical code of conduct.</li> <li>Apply knowledge of the humanities, social and biological sciences to holistic assessment of patients.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills.</li> <li>Explore evidence-based techniques applicable to holistic assessments.</li> <li>Recognize the Interprofessional health care team roles and responsibilities in holistic assessment of patients.</li> </ul>	NURS 314 Health Assessment	2	<ul> <li>Focuses on holistic assessments of clients and populations.</li> <li>Explore evidence-based techniques applicable to holistic assessments.</li> <li>Describe assessment strategies for associated body systems.</li> <li>Analyze assessment findings to formulate evidence-based nursing hypotheses.</li> <li>Compare and contrast normal and abnormal assessment findings.</li> </ul>	Number reordered to sequence semesters, updated CD and SLOs to align with New Essentials.
***NURS 347 Health Assessment Lab	2	<ol> <li>Focuses on performing holistic assessments.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills during holistic assessment of patients.</li> <li>Apply principles of health literacy in the holistic assessment of patients.</li> <li>Perform holistic assessment of patients while maintaining safety in the laboratory.</li> </ol>	***NURS 316 Health Assessment Lab	1	<ul> <li>Focuses on learning and performing holistic assessments of clients and populations.</li> <li>Demonstrate assessment strategies for associated body systems.</li> <li>Formulate evidence-based nursing hypothesis based on assessment findings.</li> <li>Demonstrate principles of health literacy used in client care.</li> <li>Demonstrate professional conduct during health assessments.</li> <li>Integrate feedback to improve nursing practice</li> </ul>	Updated SLOs to align with New Essentials. Shortened to 8 weeks in order to fit a clinical course (NURS 313) into first semester, to start students in agencies sooner.
			**NURS 319 Nursing Pathophysiology	3	improve nursing practice. Focuses on the physiological processes and mechanisms that lead to the development of disease.	KBOR Pre Bachelor of Science in Nursing

			<ol> <li>Describe the normal physiological processes and mechanisms in the human body.</li> <li>Explain the pathophysiological changes that occur in selected diseases and conditions.</li> <li>Use evidence-based resources to support clinical decision-making and problem-solving.</li> <li>Explain pathophysiological concepts effectively to clients, families, and other healthcare professionals.</li> </ol>	(PRBSN) transfer curriculum
	**NURS 313 First Semester Clinical	1	<ol> <li>Focuses on the application of basic nursing practice to clients.</li> <li>Demonstrate assessment strategies for body systems.</li> <li>Demonstrate professional conduct.</li> <li>Apply nursing frameworks to client care (ADPIE, CJMM, ABCs).</li> <li>Demonstrate principles of health literacy used in client care.</li> <li>Integrate feedback to improve nursing practice.</li> <li>Identify the client's nutritional needs as it relates to health conditions.</li> </ol>	Start students in clinical agencies sooner.
	**NURS 307 Introduction to Nursing Pharmacology	1	Introduces students to the principles of pharmacology and their application in nursing practice. Focusing on the mechanisms of drug action, therapeutic uses, and potential	KBOR Pre Bachelor of Science in Nursing (PRBSN)

		· · · · · · · · · · · · · · · · · · ·				T
					side effects, the course	transfer
					emphasizes safe medication	curriculum
					administration and client	
					education.	
					<ol> <li>Describe the basic</li> </ol>	
					principles of	
					pharmacokinetics and	
					pharmacodynamics.	
					2. Identify major drug	
					classifications and their	
					mechanisms of action,	
					therapeutic uses, and side	
					effects, warnings and	
					contraindications.	
					3. Explain the factors that	
					influence drug action and	
					client response, including	
					age, genetics, and	
					comorbid conditions.	
					4. Identify pharmacological	
					principles to assess, plan,	
					implement, and evaluate	
					client care related to	
					medication therapy.	
					5. Understand safe medication	
					administration techniques,	
					including dose calculation,	
					preparation, and monitoring.	
					6. Understand legal and	
					ethical principles related to	
					pharmacology and	
					medication administration.	
					7. Explain client/family	
					education related to	
					medication regimens,	
					including proper use,	
					potential side effects, and	
					the importance of	
					adherence.	
Total	15			15		
			L	10		

# Legend (\*= sequencing changes, \*\*new courses, \*\*\*credit hour changes)

Current Curriculum			Proposed New Curriculum			Rationale for Change
		<sup>6th</sup> Semester (2nd S	emester of nursing cour	ses, jun	ior year)	
Course	СН	CD/ Outcomes	Course	CH		
Course NURS 320 Nursing Care of Adults I	<u>4</u>	<ul> <li>CD/ Outcomes</li> <li>Focuses on applying critical thinking and evidence-based practice to select health Issues of adults.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Apply knowledge of the humanities, social and biological sciences to nursing practice in patients with select health issues.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills within groups.</li> <li>Apply the culturally appropriate, evidence-based practice when discussing care of patients with select health issues.</li> <li>Explore health behaviors which impact quality of life.</li> <li>Identify the Interprofessional health care team roles and relationships</li> </ul>	NURS 320 Nursing Care of Adults I	4	<ul> <li>CD/ Outcomes</li> <li>Focuses on nursing care of select client conditions.</li> <li>1. Discuss disease processes in the adult client.</li> <li>2. Explore behaviors which impact health outcomes and quality of life.</li> <li>3. Compare and contrast the impact of various interventions on client conditions.</li> <li>4. Identify client nutritional needs as it relates to conditions.</li> </ul>	Updated CD, revised SLOs to align with New Essentials.

		when caring for patients with select health issues.				
NURS 341 Mental Health Nursing Care	2	<ul> <li>Focuses on the study of mental health nursing.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Apply knowledge of the humanities, social and biological sciences to nursing practice of individuals with mental health issues.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills.</li> <li>Apply culturally appropriate, evidence-based, patient/family-centered care when planning care for patients with mental health issues.</li> <li>Discuss principles of health literacy in planning activities and care for patients with mental health issues.</li> <li>Identify the Interprofessional health care team roles and relationships when caring for</li> </ul>	NURS 341 Mental Health Nursing Care	2	<ul> <li>Focuses on the emotional, mental and social well-being of the client, including psychiatric illness.</li> <li>1. Identify the features of psychosocial conditions.</li> <li>2. Apply principles of health literacy in the psychosocial care of clients.</li> <li>3. Distinguish the nurse's scope of practice in psychosocial care.</li> <li>4. Utilize selected frameworks in the planning of psychosocial care.</li> <li>5. Identify client nutritional needs as it relates to conditions.</li> </ul>	Updated CD, revised SLOs to align with New Essentials.

		patients with mental health issues.				
NURS 343 Mental Health Practicum	1	<ul> <li>Focuses on the application of nursing care for patients with mental health issues.</li> <li>1. Demonstrates compliance with nursing standards and ethical code of conduct.</li> <li>2. Utilizes effective use of written, electronic, and oral communication skills in providing patient care.</li> <li>3. Evaluate use of culturally appropriate, evidence-based, patient/family-centered care.</li> <li>4. Summarize principles of health literacy in the care of patients.</li> <li>5. Collaborates within the interprofessional healthcare team in the provision of patient care</li> </ul>	NURS 343 Mental Health Clinical	1	<ul> <li>Focuses on the application of nursing care for clients in a psychiatric setting, across the lifespan.</li> <li>Identify the features of psychosocial conditions.</li> <li>Apply principles of health literacy in the psychosocial care of clients.</li> <li>Apply selected frameworks in the provision of psychosocial care.</li> <li>Evaluate the environment of care for risk reduction opportunities.</li> <li>Demonstrate professional conduct, client dignity, and privacy.</li> </ul>	Updated course title, CD, revised SLOs to align with New Essentials.
NURS 361 Clinical Care of Adults I	2	Practicum course focusing on therapeutic interventions for the human response to illness.	NURS 361 Clinical Care of Adults I	2	Nursing care of select client conditions. 1. Demonstrate collection, retrieval, and use of	Updated course title, CD, revised SLOs to align with New Essentials.

NURS 362 Clinical	<ol> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills while caring for patients.</li> <li>Demonstrate safe practice in all clinical settings.</li> <li>Apply principles of health literacy in the care of patients.</li> <li>Demonstrate culturally appropriate, evidence-based, patient/family- centered practice.</li> <li>Demonstrate beginning collaboration with the Interprofessional team members in the provision of care.</li> <li>Utilize the nursing process and beginning prioritization in the provision of quality care.</li> </ol>	NURS 362 Clinical		<ul> <li>clinical data to support client care decisions.</li> <li>Explain how health behaviors impact client outcomes and quality of life.</li> <li>Demonstrate assessment techniques for associated body systems.</li> <li>Demonstrate professional conduct.</li> <li>Apply nursing frameworks to client care (ADPIE, CJMM, ABCs).</li> <li>Demonstrate principles of health literacy used in client care.</li> <li>Integrate feedback to improve nursing practice.</li> </ul>	
Care Lab	of nursing skills. 1. Demonstrate compliance with nursing standards and	NURS 362 Clinical Care Lab	1	<ul><li>Focuses on the progression of nursing skills.</li><li>Perform nursing skills.</li><li>Understand selected nursing procedures.</li></ul>	Updated CD, revised SLOs to align with New Essentials.

		<ul> <li>ethical code of conduct.</li> <li>2. Perform skills and procedures while maintaining safety in the laboratory.</li> <li>3. Demonstrate effective use of written, electronic, and oral communication skills.</li> <li>4. Identify evidence- based practice for select nursing procedures and practices.</li> </ul>			<ol> <li>Integrate feedback to improve nursing practice.</li> <li>Demonstrate nursing frameworks (ADPIE, CJMM, ABCs).</li> </ol>	
NURS 366 Health Care of Older Adults	2	<ul> <li>Focuses on how aging impacts health.</li> <li>1. Demonstrate compliance with professional standards and ethical code of conduct.</li> <li>2. Determine characteristics of common developmental, environmental, psychosocial, spiritual and physiological changes in the aging process.</li> <li>3. Identify knowledge, attitude, and skills necessary to maintain and/or restore health in the aging adult.</li> <li>4. Demonstrate effective use of written, electronic, and oral communication skills.</li> </ul>	NURS 366 Health Care of Older Adults	2	<ul> <li>Focuses on how aging impacts health.</li> <li>Determine characteristics of common developmental, environmental, psychosocial, spiritual and physiological changes in the aging process.</li> <li>Identify knowledge, attitude, and skills necessary to maintain and/or restore health in the aging adult.</li> <li>Evaluate the impact of social policies on health care of the aging population.</li> </ul>	Updated CD, revised SLOs to align with New Essentials.

		<ol> <li>Apply culturally appropriate, evidence-based patient/family- centered care when discussing the needs of the aging population.</li> <li>Identify the Interprofessional health care team roles and relationships in the care of the aging population.</li> <li>Evaluate the impact of social policies on health care of the aging population.</li> </ol>				
*NURS 380 Maternal/Newborn Nursing Care	2	See 7 <sup>th</sup> semester curriculum	*NURS 380 Maternal/Newborn Nursing Care	2	See 7 <sup>th</sup> semester curriculum	Moved to third semester. This will improve student workload, updated course title and SLOs.
*NURS 381 Maternal/Newborn Practicum	1	See 7 <sup>th</sup> semester curriculum	*NURS-381 Maternal/Newborn Practicum	1	See 7 <sup>th</sup> semester curriculum	Moved to third semester. This will improve student workload, updated course title and SLOs.
			**NURS 355 Nursing Pharmacology I	3	Introduces students to the principles of pharmacology and their application in nursing practice. Focusing on the mechanisms of drug action, therapeutic uses, and potential side effects, the course emphasizes safe medication	KBOR Pre Bachelor of Science in Nursing (PRBSN) transfer curriculum

				<ul> <li>administration and client</li> <li>education.</li> <li>1. Describe the basic principles of pharmacokinetics and pharmacodynamics.</li> <li>2. Identify major drug classifications and their mechanisms of action, therapeutic uses, and side effects, warnings and contraindications.</li> <li>3. Explain the factors that influence drug action and client response, including age, genetics, and comorbid conditions.</li> <li>4. Apply pharmacological principles to assess, plan, implement, and evaluate client care related to medication therapy.</li> <li>5. Discuss safe medication administration techniques, including dose calculation, preparation, and monitoring.</li> <li>6. Apply legal and ethical principles related to pharmacology and medication related to medication related to</li> </ul>
			4.5	medication regimens,
Total	15	Total	15	

Legend (\*= sequencing changes, \*\*new courses, \*\*\*credit hour changes)

Current Curriculum			Proposed New Curriculum				
7th Semester (3rd Sei	mester of	nursing courses, junior year)					
Course	СН	CD/ Outcomes	Course	СН	CD/ Outcomes	Rationale for Change	
*NURS 380 Maternal/Newborn Nursing Care	2	Focuses on maternal/newborn family- centered nursing care. 1. Demonstrate compliance with nursing standards and ethical code of conduct. 2. Apply knowledge of the humanities, social, and biological sciences to nursing practice in caring for maternal/newborn patients and their families. 3. Demonstrate effective use of written, electronic, and oral communication skills. 4. Apply principles of health literacy in planning maternal/newborn family- centered nursing care. 5. Identify the Interprofessional health care team roles and relationships when planning care for maternal/newborn patients.	*NURS 380 Foundations of Reproductive and Newborn Health	2	<ul> <li>Concentrates on the principles of nursing care related to reproductive and newborn health.</li> <li>1. Apply principles of health literacy in planning reproductive and newborn nursing care.</li> <li>2. Discuss the physiological, psychological, and sociocultural aspects of reproductive health and newborn care.</li> <li>3. Formulate appropriate nursing interventions based on assessment findings.</li> <li>4. Examine principles of safety and quality improvement in reproductive health and newborn nursing practice to enhance client outcomes and reduce risks.</li> <li>5. Identify legal and ethical principles in providing reproductive health and newborn care.</li> <li>6. Identify strategies for health promotion, disease prevention for childbearing individuals and newborns, addressing common perinatal and neonatal conditions.</li> <li>7. Discuss healthcare technologies and informatics tools to enhance care</li> </ul>	Updated course title, CD, revised SLOs to align with New Essentials. Sequence change to improve studen workload.	

*NURS 381 Maternal/Newborn Practicum	1	<ul> <li>Practicum focusing on providing maternal/newborn family-centered nursing care to individuals in the childbearing process.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills during the provision of</li> </ul>	*NURS 381 Foundations of Reproductive and Newborn Health Clinical	1	<ul> <li>delivery, documentation, and client education.</li> <li>Clinical focusing on providing nursing care to all people for their reproductive health.</li> <li>1. Use physiological, psychological, and sociocultural knowledge in reproductive health and, and newborn care.</li> <li>2. Formulate nursing interventions based on assessment findings.</li> <li>3. Apply strategies for health promotion, disease</li> </ul>	Updated course title, CD, revised SLOs to align with New Essentials. Sequence change to improve student workload.
		<ul> <li>care.</li> <li>3. Demonstrate culturally appropriate, evidence- based, maternal/newborn patient/family-centered nursing care.</li> <li>4. Utilize the nursing process while providing maternal/newborn family- centered nursing care.</li> <li>5. Work collaboratively with the Interprofessional health care team during provision of care of patients in the childbearing process.</li> </ul>			<ul> <li>prevention, discusse</li> <li>prevention for reproductive</li> <li>health and newborn care,</li> <li>addressing common</li> <li>perinatal and neonatal</li> <li>conditions.</li> <li>4. Discuss healthcare</li> <li>technologies and informatics</li> <li>tools to enhance</li> <li>reproductive health, and</li> <li>newborn care delivery,</li> <li>documentation, and client</li> <li>education.</li> <li>5. Evaluate the environment of</li> <li>care for risk reduction</li> <li>opportunities.</li> <li>6. Build professional conduct</li> <li>related to client dignity and</li> </ul>	
					<ul><li>7. Apply client nutritional needs as it relates to selected conditions.</li></ul>	
NURS 401 Nursing Care of Adults II	4	Second of two sequential courses. Focuses on applying critical thinking and evidence-	NURS 401 Nursing Care of Adults II	4	Focuses on nursing care of expanded client conditions.	Updated CD, revised SLOs to

		<ol> <li>based practice to select health issues of adults.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Apply knowledge of the humanities, social, and biological sciences to nursing practice in patients with select health issues.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills.</li> <li>Apply culturally appropriate, evidence- based practice when discussing care of patients with select health issues.</li> <li>Explore health behaviors which impact quality of life.</li> <li>Identify the Interprofessional health care team roles and relationships when caring for patients with select health issues.</li> </ol>			<ol> <li>Identify disease processes in the adult client.</li> <li>Analyze behaviors which impact health outcomes and quality of life.</li> <li>Compare and contrast the impact of various interventions on client conditions.</li> <li>Compare and contrast the impact of comorbid conditions.</li> <li>Identify client nutritional needs as it relates to conditions.</li> </ol>	align with New Essentials.
NURS 407 Foundations of Quality Improvement and Patient Safety	1		NURS 407 Foundations of Quality Improvement and Patient Safety	4		Updated CD, revised SLOs to align with New Essentials
NURS 412 Care of Adults II Practicum	2	Practicum course focuses on the comprehensive care of the human response to illness of adults.	NURS 412 Care of Adults II Clinical	2	Nursing care of select client conditions. 1. Apply methods for collecting, retrieving, and using clinical	Updated course title, CD, revised SLOs to

		<ol> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Analyze effective use of written, electronic, and oral communication skills in providing patient care.</li> <li>Model culturally appropriate, evidence- based, patient/family- centered care.</li> <li>Examine principles of health literacy in the care of patients.</li> <li>Demonstrate provision of quality care through prioritization and delegation.</li> <li>Develop a collaborative with Interprofessional team members in the provision of patient care.</li> </ol>			<ul> <li>data to support informed care decisions.</li> <li>2. Distinguish how health behaviors impact client outcomes and quality of life.</li> <li>3. Apply advanced assessment techniques to associated body systems to inform clinical decision-making.</li> <li>4. Exhibit professional conduct.</li> <li>5. Utilize health literacy principles in client care.</li> <li>6. Integrate feedback to improve nursing practice.</li> </ul>	align with New Essentials.
NURS 431 Pediatric Nursing	2	<ul> <li>This course focuses on family-centered nursing of the pediatric population.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Apply knowledge of the humanities, social and biological sciences to nursing practice in planning care caring for children and their families.</li> <li>Analyze growth and developmental characteristic</li> </ul>	NURS 431 Pediatric Nursing	2	<ol> <li>Focuses on care of the pediatric population.</li> <li>Apply principles of health literacy in planning pediatric care.</li> <li>Discuss the physiological, psychological, and sociocultural aspects of pediatric care.</li> <li>Formulate appropriate nursing interventions based on assessment findings.</li> <li>Examine principles of safety and quality improvement in pediatric nursing practice to</li> </ol>	Updated CD, revised SLOs to align with New Essentials.

	considerations in communicating, planning, and delivering care to children and their families. 4. Demonstrate effective use of written, electronic, and oral communication.		<ul> <li>enhance client outcomes and reduce risks.</li> <li>5. Identify legal and ethical principles in providing pediatric care.</li> <li>6. Identify strategies for health promotion and disease prevention for pediatric clients.</li> <li>7. Discuss healthcare technologies and informatics tools to enhance pediatric care delivery, documentation, and client education.</li> </ul>	
NURS 432 Pediatric Practicum	<ol> <li>Focuses on family-centered nursing care of the pediatric population.</li> <li>Demonstrate compliance with nursing standards and ethical code of conduct.</li> <li>Model culturally appropriate, evidence- based, patient/family- center care.</li> <li>Examine principles of health literacy in the care of patients and families.</li> <li>Demonstrate developmental age appropriate communication and procedures while caring for pediatric patients.</li> <li>Demonstrate collaboration with Interprofessional team</li> </ol>	NURS 432 1 Pediatric Clinical	<ul> <li>Focuses on care of the pediatric population.</li> <li>Use physiological, psychological, and sociocultural knowledge in pediatric care.</li> <li>Formulate appropriate nursing interventions based on assessment findings.</li> <li>Apply strategies for health promotion and disease prevention for pediatric care.</li> <li>Discuss healthcare technologies and informatics tools to enhance pediatric care delivery, documentation, and client education.</li> <li>Evaluate the environment of care for risk reduction opportunities.</li> <li>Build professional conduct related to client dignity, and privacy.</li> </ul>	Updated course title, CD, revised SLOs to align with New Essentials.

		members in the provision of patient care.			7. Apply client nutritional needs as it relates to selected conditions.	
NURS 452 Nursing Care of Populations	2	<ul> <li>This course focuses on nursing practice which integrates public health standards toward the goal of improving the health of populations.</li> <li>Apply knowledge of epidemiology, social, and biological sciences to population–focused nursing practice.</li> <li>Demonstrate Interprofessional, linguistically and culturally appropriate communication in health promotion activities.</li> <li>Integrate essential services and core public health functions into nursing practice.</li> <li>Explore social determinants of health as a foundation for primary, secondary, and tertiary prevention measures.</li> <li>Examine population based evidence to guide practice, policy, and service delivery decisions.</li> <li>Discuss the implications of health care policy on issues of access, equality, affordability, and social justice in health care delivery.</li> </ul>	NURS 452 Nursing Care of Populations	1	<ul> <li>Focuses on care of populations.</li> <li>1. Utilize data to address population health outcomes.</li> <li>2. Apply general principles and practices to protect population health during disasters and public health emergencies.</li> <li>3. Examine the nurses' role and functions in population- based public health nursing practice.</li> </ul>	Updated CD, revised SLOs to align with New Essentials

# Legend (\*= sequencing changes, \*\*new courses, \*\*\*credit hour changes)

	**NURS 422 Nursing Pharmacology II	2	<ul> <li>This course reinforces the principles of pharmacology and their application in nursing practice.</li> <li>1. Identify the factors that influence drug action and client response, including age, genetics, and comorbid conditions.</li> <li>2. Apply pharmacological principles to assess, plan, implement, and evaluate client care related to medication therapy.</li> <li>3. Critique medication administration techniques, including dose calculation, preparation, and monitoring.</li> <li>4. Analyze legal and ethical principles related to pharmacology and medication regimens, including proper use, potential side effects, and the importance of adherence.</li> </ul>	KBOR Pre Bachelor of Science in Nursing (PRBSN) transfer curriculum
Total 12 Total		15		

Current Curriculum		Proposed New Cu	rriculum		Rationale for Change	
<sup>8th</sup> Semester (4th	Semester of	nursing courses, junior year)	· · · · · · · · · · · · · · · · · · ·			
Course	СН	CD/ Outcomes	Course	CH	CD/ Outcomes	
***NURS 462 Nursing Leadership Management	3	<ul> <li>Focuses on development and application of nursing leadership/management in health care.</li> <li>1. Apply concepts of nursing leadership/management to promote a healthy, safe work environment.</li> <li>2. Demonstrate effective written, electronic, and oral communication skills.</li> <li>3. Integrate standards of care, evidence-based practice, and ethical code of conduct.</li> <li>4. Explore the relationship between the microsystem as as agent for change within the macrosystem.</li> <li>5. Analyze contemporary issues associated with the health care system.</li> <li>6. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.</li> </ul>	***NURS 462 Nursing Leadership Management	2	<ul> <li>Focuses on development and application of nursing leadership in health care.</li> <li>Apply concepts of nursing leadership to promote a healthy, safe work environment.</li> <li>Integrate standards of care, evidence-based practice, and ethical code of conduct into individual and systems thinking.</li> <li>Examine the role of the nurse within microsystem as a catalyst for change within the larger macrosystem.</li> <li>Analyze contemporary issues associated with the health care system.</li> </ul>	CH Reduced; outcomes incorporated into NURS 498
NURS 479 Complex Care of	3	Emphasizes the nursing care of patients with	NURS 479	3	Emphasizes the nursing care	Updated CD,
Adults		complex health issues.	Complex Care of Adults		of clients with complex health issues.	revised SLOs to

[		1. Demonstrate			1. Explain the	align with New
		compliance with nursing			Interprofessional health	Essentials.
		standards and ethical			care team roles and	
		code of conduct.			responsibilities when	
		2. Synthesize knowledge			caring for clients with	
		of the humanities,			complex health issues.	
		social, and biological			2. Distinguish the ways in	
		sciences to nursing			which the client's lifestyle	
		practice in providing			modifications impact their	
		care for the patient with			health outcomes and	
		complex health issues.			quality of life.	
		3. Demonstrate effective			3. Prioritize the impact of	
		use of written,			evidence-based	
		electronic, and oral			interventions on complex	
		communication skills			client conditions.	
		while planning care of			<ol> <li>Identify client nutritional</li> </ol>	
		patients with complex			needs as it relates to	
		health issues.			complex conditions.	
		4. Interpret culturally			5. Appraise the nurse's role	
		appropriate evidence-			in the care of the adult	
		based practice when			client with complex health	
					issues.	
		discussing the care of			6. Critique nursing	
		patients with complex			frameworks in clinical	
		health issues.				
		5. Incorporate health			decision-making and	
		behaviors which impact			problem-solving.	
		the quality of life when				
		planning care of				
		patients with complex				
		health issues.				
		6. Explain the				
		Interprofessional health				
		care team roles and		FF 10		
		responsibilities when				
		caring for patients with				
	-	complex health issues.				
NURS 471	2	Focuses on the application	NURS 471	2	Focuses on the application of	Updated course
Complex Care of		of nursing care for patients	Complex Care of		nursing care for clients with	title, CD, revised
Adults/Practicum		with complex health care	Adults/Clinical		complex health care issues.	SLOs to align
		issues.		1		

		<ol> <li>Support compliance with nursing standards and ethical code of conduct.</li> <li>Discriminate effective use of written, electronic, and oral communication skills in providing patient care.</li> <li>Evaluate use of culturally appropriate, evidence-based, patient/family-center care.</li> <li>Summarize principles of health literacy in the care of patients.</li> <li>Generate collaboration within the Interprofessional health care team in the provision of patient care.</li> </ol>			<ol> <li>Prioritize collection, retrieval, and use of clinical data to support client care decisions.</li> <li>Critique nursing frameworks in clinical decision-making and problem-solving.</li> <li>Defend various interventions to meet client needs.</li> <li>Defend assessment strategies.</li> <li>Exhibit professional conduct.</li> <li>Modify client care using principles of health literacy.</li> <li>Integrate feedback to improve nursing practice</li> </ol>	with New Essentials.
***NURS 497 Capstone	2	<ul> <li>Focuses on the transition from the role of expert student to the role of novice professional nurse in a select setting.</li> <li>1. Support compliance with nursing standards and ethical code of conduct.</li> <li>2. Evaluate effective use of written, electronic, and oral communication skills in providing patient care</li> <li>3. Defend culturally appropriate, evidence- based, patient/family-</li> </ul>	***NURS 497 Capstone	3	<ul> <li>Focuses on the transition from the role of expert student to the role of novice professional nurse in a select setting.</li> <li>Prioritize health behaviors which impact health outcomes and quality of life.</li> <li>Demonstrate collection, storage, retrieval, and use of clinical data.</li> <li>Critique nursing frameworks in clinical decision-making and problem-solving.</li> <li>Generate interventions to meet client needs.</li> </ul>	CH Increased to align with SLOs. Updated CD, revised SLOs to align with New Essentials.

Legend (\*= sequencing changes, \*\*new courses, \*\*\*credit hour changes)

		<ul> <li>centered care strategies.</li> <li>4. Explain principles of health literacy in the care of patients.</li> <li>5. Evaluate role in collaboration within the Interprofessional health care team in the provision of patient care.</li> </ul>			<ol> <li>Generate assessment strategies.</li> <li>Exhibit professional conduct.</li> <li>Modify client care using principles of health literacy.</li> <li>Integrate feedback to improve nursing practice</li> </ol>	
NURS 498 Senior Seminar	2	<ul> <li>Focuses on transition from expert student to novice professional nurse within the context of the student's self-awareness of professional goals.</li> <li>Support compliance with nursing standards and ethical code of conduct.</li> <li>Evaluate effective use of written, electronic, and oral communication skills.</li> <li>Develop professional goals for life-long learning.</li> <li>Compare and contrast the role of the student and the role of a novice professional nurse.</li> <li>Construct a personalized plan toward preparation and success on the NCLEX- RN.</li> <li>Participate as a nursing professional in political</li> </ul>	NURS 498 <del>Senior</del> <del>Seminar</del> Transition to Practice	2	<ul> <li>Focuses on transition from expert student to novice professional nurse.</li> <li>Compare and contrast the role of the student and the role of a novice professional nurse.</li> <li>Evaluate readiness for licensing exam.</li> <li>Construct professional nursing identity.</li> <li>Plan for entry into the healthcare environment.</li> </ul>	Updated course title, previous name ambiguous. CH increased to align with SLOs.

		processes and grassroots legislative efforts to influence healthcare policy.				
*/***NURS 325 Evidence-Based Practice	2	<ul> <li>Emphasizes the discovery, analysis, and application of evidence to support clinical practice.</li> <li>Demonstrate compliance with professional standards and ethical code of conduct.</li> <li>Demonstrate effective use of written, electronic, and oral communication skills in applying the steps of evidence-based practice.</li> <li>Demonstrate search techniques for finding evidence to support clinical practice.</li> <li>Evaluate evidence for validity and implementation into clinical practice.</li> <li>Explore Interprofessional collaborative practice including: values/ethics, role/responsibilities, communication, and teamwork competencies.</li> </ul>	*NURS 475 Evidence-Based Practice	1	<ul> <li>Emphasizes the discovery, analysis, and application of evidence to support clinical practice.</li> <li>Use effective written, oral, or electronic communication skills in applying the steps of Evidence Based Practice (EPB).</li> <li>Discuss the legal and ethical ramifications of research with human subjects/participants.</li> <li>Create an evidence-based project.</li> </ul>	Moved to final semester to increase student context for course. Reduced CH and incorporated into program outcomes.
			**NURS 485 Health and Wellness of the	2	Focuses on the essential knowledge, skills, and attitudes to prioritize their own health and well-being.	Previous curriculum gap. Alignment with

# Legend (\*= sequencing changes, \*\*new courses, \*\*\*credit hour changes)

		Healthcare Provider	<ol> <li>Design a personal wellness plan.</li> <li>Prioritize resilience and coping mechanisms.</li> <li>Appraise the impact of personal health and wellness on client care.</li> <li>Describe the benefits of lifelong wellness for the nurse</li> </ol>
Total	12	15	

# 5<sup>th</sup> semester courses

15 credit hours

## NURS 309 Fundamentals of Nursing Care

Course description: 3 Theory hours.

Focuses on beginning nursing practice.

Prerequisites: Acceptance into the nursing program.

## Course Outcomes:

- 1. Investigate elements of evidence-based nursing practice.
- 2. Describe principles of health literacy used in client care.
- 3. Identify members of the Interprofessional health care team and their roles.
- 4. Describe selected nursing frameworks.
- 5. Understand basic nursing skills.
- 6. Compare nutrition concepts for various client states.

# Major Content Outline:

- 1. Introduction to Evidence-Based Nursing Practice
- 2. Health Literacy and Client Communication
- 3. Nursing Frameworks: ADPIE, CJMM, ABCs
- 4. Basic Nursing Skills (e.g., hygiene, vital signs, safety)
- 5. Interprofessional Healthcare Team Roles and Collaboration
- 6. Nutrition Concepts in Health and Illness
- 7. Ethical and Legal Foundations of Nursing

# NURS 312 Fundamentals of Nursing Lab (first 8 weeks)

Course description: 1 Laboratory hour.

Focuses on learning and performing basic nursing skills.

Prerequisites: Acceptance into the nursing program.

## Course Outcomes:

- 1. Perform nursing skills.
- 2. Understand selected nursing procedures.
- 3. Integrate feedback to improve nursing practice.
- 4. Demonstrate nursing frameworks (ADPIE, CJMM, ABCs).
- 5. Demonstrate principles of health literacy used in client care.

Major Content Outline:

- 1. Basic Nursing Skills Application (e.g., hand hygiene, mobility, wound care)
- 2. Skill Demonstration Using Nursing Frameworks (ADPIE, CJMM, ABCs)
- 3. Safe Performance of Selected Procedures (e.g., bed baths, transfers)
- 4. Feedback Integration and Skill Improvement
- 5. Client Communication and Health Literacy in Skill Performance

## NURS 302 Professional Nursing Practice

Course description: 3 Theory hours.

Explores the discipline and scope of professional nursing.

Prerequisites: Acceptance into the nursing program.

Course Outcomes:

- 1. Describe opportunities for collaboration with health care team members.
- 2. Examine the continuum of care.

#### WSU TBSN POS and Course Details

- 3. Compare the scope of practice of the RN and other disciplines.
- 4. Explore professional nursing identity.
- 5. Examine factors impacting healthcare provider wellness.
- 6. Develop resilience and coping mechanisms.
- 7. Understand the basic elements of the evidence-based practice process.

# Major Content Outline:

- 1. Scope of Practice for RNs vs. Other Disciplines
- 2. Collaboration in the Health Care Team
- 3. Continuum of Care: Acute to Long-Term
- 4. Developing a Professional Nursing Identity
- 5. Nurse Wellness and Resilience Strategies
- 6. Introduction to Evidence-Based Practice Process
- 7. Ethical Considerations in Professional Practice

# NURS 344 Health Assessment

Course description: 2 Theory hours.

Focuses on holistic assessments of clients and populations.

Prerequisites: Acceptance into the nursing program.

Course Outcomes:

- 1. Explore evidence-based techniques applicable to holistic assessments.
- 2. Describe assessment strategies for associated body systems.
- 3. Analyze assessment findings to formulate evidence-based nursing hypotheses.

4. Compare and contrast normal and abnormal assessment findings.

- Major Content Outline:
  - 1. Evidence-Based Assessment Techniques
  - 2. Assessment Strategies by Body System (e.g., cardiovascular, respiratory)
  - 3. Holistic and Culturally Sensitive Assessments
  - 4. Normal vs. Abnormal Findings
  - 5. Formulating Nursing Hypotheses Based on Data

# NURS 347 Health Assessment Lab (first 8 weeks)

Course description: 1 Laboratory hour.

Focuses on learning and performing holistic assessments of clients and populations.

<u>Prerequisites</u>: Acceptance into the nursing program.

Course Outcomes:

- 1. Demonstrate assessment strategies for associated body systems.
- 2. Formulate evidence-based nursing hypothesis based on assessment findings.
- 3. Demonstrate principles of health literacy used in client care.
- 4. Demonstrate professional conduct during health assessments.
- 5. Integrate feedback to improve nursing practice.

Major Content Outline:

- 1. Body Systems Assessment (e.g., skin, head-to-toe)
- 2. Vital Signs and Primary Assessment Techniques
- 3. Professional Conduct During Assessments
- 4. Health Literacy During Assessment Interactions

5. Integrating Feedback to Improve Practice

# NURS 319 Nursing Pathophysiology

Course Description: 3 Theory hours.

Focuses on the physiological processes and mechanisms that lead to the development of disease.

Perquisites: Acceptance into the nursing program.

Course Outcomes:

- 1. Describe the normal physiological processes and mechanisms in the human body.
- 2. Explain the pathophysiological changes that occur in selected diseases and conditions.
- 3. Use evidence-based resources to support clinical decision-making and problemsolving.
- 4. Explain pathophysiological concepts effectively to clients, families, and other healthcare professionals.

Major Content Outline:

- 1. Normal Physiology by System (e.g., renal, respiratory)
- 2. Pathophysiology of Common Diseases (e.g., diabetes, COPD, CHF)
- 3. Disease Mechanisms and Cellular Response
- 4. Clinical Manifestations of Disease
- 5. Pathophysiology Across the Lifespan
- 6. Communication of Pathophysiology to Clients and Teams

## NURS 313 First Semester Clinical (second 8 weeks)

Course Description: 1 Clinical hour. Clinical Facility: Wesley Medical Center (Wichita and ABSN; Meadowlark Hills, KSU)

Focuses on the application of basic nursing practice to clients.

<u>Prerequisites</u>: Admission to the nursing program, and the successful completion of Health Assessment lab and Fundamental Lab.

Course Outcomes:

- 1. Demonstrate assessment strategies for body systems.
- 2. Demonstrate professional conduct.
- 3. Apply nursing frameworks to client care (ADPIE, CJMM, ABCs)
- 4. Demonstrate principles of health literacy used in client care.
- 5. Integrate feedback to improve nursing practice.
- 6. Identify the client's nutritional needs as it relates to health conditions.

Major Content Outline:

- 1. Application of Assessment Strategies in Clinical Settings
- 2. Use of ADPIE, CJMM, and ABCs in Client Care
- 3. Professional Conduct and Client Interaction
- 4. Client Nutrition Assessment and Education
- 5. Health Literacy in Clinical Communication

6. Reflective Practice and Integrating Feedback

#### NURS 307 Introduction to Nursing Pharmacology (2nd 8 weeks)

<u>Course Description</u>: 1 Theory hours.

Introduces students to the principles of pharmacology and their application in nursing practice.

Course Outcomes:

- 1. Describe the basic principles of pharmacokinetics and pharmacodynamics.
- 2. Identify major drug classifications and their mechanisms of action, therapeutic uses, and side effects, warnings and contraindications.
- 3. Explain the factors that influence drug action and client response, including age, genetics, and comorbid conditions.
- 4. Identify pharmacological principles to assess, plan, implement, and evaluate client care related to medication therapy.
- 5. Understand safe medication administration techniques, including dose calculation, preparation, and monitoring.
- 6. Understand legal and ethical principles related to pharmacology and medication administration.
- 7. Explain client/family education related to medication regimens, including proper use, potential side effects, and the importance of adherence.

Major Content Outline:

- 1. Pharmacokinetics and Pharmacodynamics
- 2. Common Drug Classifications and Mechanisms
- 3. Age, Genetic, and Comorbidity Factors in Drug Response
- 4. Safe Medication Administration (Calculations and Monitoring)
- 5. Client and Family Medication Education
- 6. Legal and Ethical Principles of Pharmacology

# 6<sup>th</sup> Semester Courses

15 Credit Hours

# NURS 341 Mental Health Nursing Care

Course description: 2 Theory hours.

Focuses on the emotional, mental and social well-being of the client, including psychiatric illness.

Prerequisites: 5<sup>th</sup> semester nursing courses.

Course Outcomes:

- 1. Identify the features of psychosocial conditions.
- 2. Apply principles of health literacy in the psychosocial care of clients.
- 3. Distinguish the nurse's scope of practice in psychosocial care.
- 4. Utilize selected frameworks in the planning of psychosocial care.
- 5. Identify client nutritional needs as it relates to conditions.

Major Content Outline:

- 1. Overview of Psychosocial and Psychiatric Conditions
- 2. Mental Health Nursing Frameworks (e.g., Therapeutic Use of Self)
- 3. Health Literacy in Mental Health Communication
- 4. The Nurse's Scope of Practice in Mental Health Settings
- 5. Client-Centered Care and Cultural Considerations
- 6. Nutrition in Psychiatric Illness

### NURS 343 Mental Health Clinical

<u>Course description:</u> 1 Clinical hour. Clinical Facility: Ascension Via Christi, St. Joseph Hospital (Wichita and ABSN; Stormont Vail, KSU)

Focuses on the application of nursing care for clients in a psychiatric setting, across the lifespan.

Prerequisites: 5th semester nursing courses.

Course Outcomes:

- 1. Identify the features of psychosocial conditions.
- 2. Apply principles of health literacy in the psychosocial care of clients.
- 3. Apply selected frameworks in the provision of psychosocial care.
- 4. Evaluate the environment of care for risk reduction opportunities.
- 5. Demonstrate professional conduct, client dignity, and privacy.

Major Content Outline:

- 1. Assessment and Care of Clients with Mental Illness
- 2. Application of Nursing Frameworks in Mental Health Settings
- 3. Health Literacy in Therapeutic Communication
- 4. Environmental Risk Assessments and Safety in Psychiatric Units
- 5. Professionalism, Client Dignity, and Privacy in Mental Health
- 6. Reflective Practice and Feedback Integration

## NURS 320 Nursing Care of Adults I

Course description: 4 Theory hours.

Focuses on nursing care of select client conditions.

<u>Prerequisites</u>: 5<sup>th</sup> semester nursing courses.

Course outcomes:

- 1. Discuss disease processes in the adult client.
- 2. Explore behaviors which impact health outcomes and quality of life.
- 3. Compare and contrast the impact of various interventions on client conditions.
- 4. Identify client nutritional needs as it relates to conditions.

## Major Content Outline:

- 1. Pathophysiology and Nursing Care of Common Adult Conditions (e.g., diabetes, hypertension)
- 2. Behavioral Factors Affecting Health Outcomes
- 3. Pharmacologic and Non-Pharmacologic Interventions
- 4. Nutritional Considerations for Chronic Illnesses
- 5. Quality of Life and Patient Education
- 6. Interdisciplinary Collaboration in Adult Care

## NURS 361 Care of Adults I Clinical

<u>Course description:</u> 2 Clinical hours. Clinical Facility: Wesley Medical Center & Ascension Via Christi Campuses (Wichita and ABSN; Ascension Via Christi Manhattan, KSU)

Nursing care of select client conditions.

Prerequisites: 5<sup>th</sup> semester nursing courses.

#### Course outcomes:

- 1. Demonstrate collection, retrieval, and use of clinical data to support client care decisions.
- 2. Explain how health behaviors impact client outcomes and quality of life.
- 3. Demonstrate assessment techniques for associated body systems.
- 4. Demonstrate professional conduct.
- 5. Apply nursing frameworks to client care (ADPIE, CJMM, ABCs)
- 6. Demonstrate principles of health literacy used in client care.
- 7. Integrate feedback to improve nursing practice.

#### Major Content Outline:

- 1. Systematic Client Assessments and Data Gathering
- 2. Using Frameworks (ADPIE, CJMM, ABCs) in Clinical Judgment
- 3. Health Promotion and Chronic Disease Management
- 4. Client-Centered Communication and Health Literacy
- 5. Professional Conduct and Accountability in Clinical Settings
- 6. Feedback for Skill Development and Performance Improvement

## NURS366 Health Care of the Older Adult

Course description: 2 theory hours.

Focuses on how aging impacts health. This course includes Diversity content. Prerequisites: 5<sup>th</sup> semester nursing courses.

Course Outcomes:

1. Determine characteristics of common developmental, environmental, psychosocial, spiritual and physiological changes in the aging process.

2. Identify knowledge, attitude, and skills necessary to maintain and/or restore health in the aging adult.

3. Evaluate the impact of social policies on health care of the aging population. <u>Major Content Outline:</u>

- 1. Physiological and Psychological Aspects of Aging
- 2. Common Geriatric Syndromes (e.g., falls, dementia, incontinence)
- 3. Cultural and Spiritual Considerations in Elder Care
- 4. Health Promotion and Preventive Care for Older Adults
- 5. Ageism and Ethical Issues in Geriatric Nursing
- 6. Impact of Health Policies on Elder Care Access and Equity

# NURS 362 Clinical Care Lab

<u>Course description: 1</u> Laboratory hour. Clinical Facility: Focuses on the progression of nursing skills.

Prerequisites: 5<sup>th</sup> semester nursing courses.

Course outcomes:

- 1. Perform nursing skills.
- 2. Understand selected nursing procedures.
- 3. Integrate feedback to improve nursing practice.
- 4. Demonstrate nursing frameworks (ADPIE, CJMM, ABCs.

## Major Content Outline:

- 1. Intermediate to Advanced Nursing Skills (e.g., IV insertion, wound care)
- 2. Safe Practice of Nursing Procedures
- 3. Scenario-Based Skill Demonstrations Using ADPIE, CJMM, ABCs
- 4. Patient-Centered Communication During Procedures
- 5. Using Feedback for Continuous Improvement

## NURS355 Nursing Pharmacology 1

Course Description: 3 Theory hours.

Expands upon foundational pharmacologic principles and their application in nursing practice. Focusing on the mechanisms of drug action, therapeutic uses, and potential side effects, the course emphasizes safe medication administration and client education.

Course Outcomes:

- 1. Describe the basic principles of pharmacokinetics and pharmacodynamics.
- 2. Identify major drug classifications and their mechanisms of action, therapeutic uses, and side effects, warnings and contraindications.
- 3. Explain the factors that influence drug action and client response, including age, genetics, and comorbid conditions.
- 4. Apply pharmacological principles to assess, plan, implement, and evaluate client care related to medication therapy.
- 5. Discuss safe medication administration techniques, including dose calculation, preparation, and monitoring.

- 6. Apply legal and ethical principles related to pharmacology and medication administration.
- 7. Explain client/family education related to medication regimens, including proper use, potential side effects, and the importance of adherence.

Major Content Outline:

- 1. Pharmacokinetics and Pharmacodynamics in Adult Populations
- 2. Therapeutic Uses and Adverse Effects of Key Drug Classes
- 3. Client-Specific Factors Affecting Drug Therapy (e.g., age, genetics)
- 4. Safe Administration and Monitoring (dose calc, documentation)
- 5. Client/Family Education and Adherence Strategies
- 6. Legal and Ethical Aspects of Pharmacologic Therapy

# 7<sup>th</sup> Semester 15 credit hours

## NURS 380 Foundations of Reproductive and Newborn Health

Course description: 2 Theory hours.

Concentrates on the principles of nursing care related to reproductive and newborn health.

Prerequisites: 5<sup>th</sup> semester nursing courses.

Course outcomes:

- 1. Apply principles of health literacy in planning reproductive and newborn nursing care.
- 2. Discuss the physiological, psychological, and sociocultural aspects of reproductive health and newborn care.
- 3. Formulate appropriate nursing interventions based on assessment findings.
- 4. Examine principles of safety and quality improvement in reproductive health and newborn nursing practice to enhance client outcomes and reduce risks.
- 5. Identify legal and ethical principles in providing reproductive health and newborn care.
- 6. Identify strategies for health promotion, disease prevention for childbearing individuals and newborns, addressing common perinatal and neonatal conditions.
- 7. Discuss healthcare technologies and informatics tools to enhance care delivery, documentation, and client education.

#### Major Content Outline:

- 1. Physiological, Psychological, and Sociocultural Aspects of Reproductive Health
- 2. Health Literacy and Communication in Perinatal Care
- 3. Assessment and Nursing Interventions for Common Obstetric and Neonatal Conditions
- 4. Safety and Quality Improvement in Reproductive and Newborn Care
- 5. Legal and Ethical Issues in Reproductive Health
- 6. Health Promotion and Disease Prevention for Childbearing Families
- 7. Use of Technology and Informatics in Perinatal Nursing

# NURS 381 Foundations of Reproductive and Newborn Health Clinical

<u>Course description</u>: 1 Clinical hour. Clinical Facility: Wesley Medical Center & Ascension Via Christi Campuses (Wichita and ABSN; Stormont Vail, KSU) Clinical focusing on providing nursing care to all people for their reproductive health. <u>Prerequisites</u>: 5<sup>th</sup> semester nursing courses.

Course outcomes:

- 1. Use physiological, psychological, and sociocultural knowledge in reproductive health and, and newborn care.
- 2. Formulate nursing interventions based on assessment findings.

- 3. Apply strategies for health promotion, disease prevention for reproductive health and newborn care, addressing common perinatal and neonatal conditions.
- 4. Discuss healthcare technologies and informatics tools to enhance reproductive health, and newborn care delivery, documentation, and client education.
- 5. Evaluate the environment of care for risk reduction opportunities.
- 6. Build professional conduct related to client dignity and privacy.

7. Apply client nutritional needs as it relates to selected conditions.

# Major Content Outline:

- 1. Care Planning for Perinatal and Newborn Clients
- 2. Interventions for Common Obstetric and Neonatal Health Issues
- 3. Application of Health Promotion and Prevention Strategies
- 4. Use of Healthcare Technologies for Monitoring and Documentation
- 5. Client Education and Nutritional Considerations in Perinatal Care
- 6. Maintaining Client Dignity and Professional Conduct

# NURS 401 Nursing Care of Adults II

Course description: 4 Theory hours.

Focuses on nursing care of expanded client conditions.

Prerequisites: 6<sup>th</sup> semester nursing courses.

Course outcomes:

- 1. Identify disease processes in the adult client.
- 2. Analyze behaviors which impact health outcomes and quality of life.
- 3. Compare and contrast the impact of various interventions on client conditions.
- 4. Compare and contrast the impact of comorbid conditions.
- 5. Identify client nutritional needs as it relates to conditions.

## Major Content Outline:

- 1. Complex and Multisystem Adult Conditions (e.g., sepsis, heart failure, renal failure)
- 2. Impact of Comorbidities on Care Planning and Outcomes
- 3. Advanced Interventions and Clinical Decision-Making
- 4. Patient Behaviors and Lifestyle Factors in Chronic Disease Management
- 5. Nutrition for Complex and Chronic Conditions
- 6. Comparative Evaluation of Interventions (e.g., medical-surgical, palliative)

# NURS 412 Care of Adults II Clinical

<u>Course description</u>: 2 Clinical hours. Clinical Facility: Wesley Medical Center & Ascension Via Christi Campuses (Wichita and ABSN; Ascension Via Christi, Manhattan, KSU)

Nursing care of select client conditions.

Prerequisites: 6<sup>th</sup> semester nursing courses.

Course outcomes:

- 1. Apply methods for collecting, retrieving, and using clinical data to support informed care decisions.
- 2. Distinguish how health behaviors impact client outcomes and quality of life.
- 3. Apply advanced assessment techniques to associated body systems to inform clinical decision-making.

- 4. Exhibit professional conduct.
- 5. Utilize health literacy principles in client care.
- 6. Integrate feedback to improve nursing practice.

# Major Content Outline:

- 1. Data-Driven Decision Making in Complex Adult Care
- 2. Advanced Assessment Techniques and Clinical Reasoning
- 3. Health Literacy in Complex Health Education
- 4. Professionalism and Interprofessional Collaboration
- 5. Applying Evidence to Individualized Client Care
- 6. Incorporating Feedback for Ongoing Competency Development

# NURS 431 Pediatric Nursing

Course description: 2 Theory hours.

Focuses on care of the pediatric population.

Prerequisites: 6<sup>th</sup> semester nursing courses.

Course objectives:

- 1. Apply principles of health literacy in planning pediatric care.
- 2. Discuss the physiological, psychological, and sociocultural aspects of pediatric care.
- 3. Formulate appropriate nursing interventions based on assessment findings.
- 4. Examine principles of safety and quality improvement in pediatric nursing practice to enhance client outcomes and reduce risks.
- 5. Identify legal and ethical principles in providing pediatric care.
- 6. Identify strategies for health promotion and disease prevention for pediatric clients.
- 7. Discuss healthcare technologies and informatics tools to enhance pediatric care delivery, documentation, and client education.

# Major Content Outline:

- 1. Developmental, Physiological, and Sociocultural Aspects of Pediatric Care
- 2. Common Pediatric Illnesses and Their Management
- 3. Legal and Ethical Issues in Caring for Children and Families
- 4. Health Promotion and Disease Prevention in Pediatrics
- 5. Informatics and Technology in Pediatric Settings
- 6. Pediatric Safety and Risk Reduction Strategies

# NURS 432 Pediatric Nursing Clinical

<u>Course description:</u> 1 Clinical hour. Clinical Facility: Wesley Medical Center (Wichita and ABSN; Stormont Vail, KSU)

Focuses on care of the pediatric population.

Prerequisites: 6<sup>th</sup> semester nursing courses.

Course Outcomes:

- 1. Use physiological, psychological, and sociocultural knowledge in pediatric care.
- 2. Formulate appropriate nursing interventions based on assessment findings.
- 3. Apply strategies for health promotion and disease prevention for pediatric care.
- 4. Discuss healthcare technologies and informatics tools to enhance pediatric care delivery, documentation, and client education.

- 5. Evaluate the environment of care for risk reduction opportunities.
- 6. Build professional conduct related to client dignity, and privacy.

7. Apply client nutritional needs as it relates to selected conditions.

# Major Content Outline:

- 1. Assessment and Care of Pediatric Clients Across Developmental Stages
- 2. Nursing Interventions for Common Pediatric Conditions
- 3. Use of Education, Technology, and Informatics in Pediatric Settings
- 4. Health Promotion and Family-Centered Care
- 5. Professional Conduct and Legal Considerations in Pediatrics
- 6. Nutritional Care in Pediatric Conditions

# NURS 422 Nursing Pharmacology II

Course Description: 2 Theory hours.

This course reinforces the principles of pharmacology and their application in nursing practice.

Prerequisites: 6th semester nursing courses.

## Course Outcomes:

- 1. Identify the factors that influence drug action and client response, including age, genetics, and comorbid conditions.
- 2. Apply pharmacological principles to assess, plan, implement, and evaluate client care related to medication therapy.
- 3. Critique medication administration techniques, including dose calculation, preparation, and monitoring.
- 4. Analyze legal and ethical principles related to pharmacology and medication administration.
- 5. Evaluate client/family education related to medication regimens, including proper use, potential side effects, and the importance of adherence.

# Major Content Outline:

- 1. Advanced Pharmacological Concepts (polypharmacy, titration, interactions)
- 2. Drug Therapy for Pediatric, Geriatric, and Complex Clients
- 3. Evaluating Medication Administration Practices
- 4. Ethical and Legal Issues in Complex Pharmacology
- 5. Client Education on Advanced Drug Regimens
- 6. Use of Clinical Data and Technology in Medication Safety

## NURS 452 Population Health

Course Description: 1 theory hour

Focuses on care of populations.

Prerequisites: 6<sup>th</sup> semester nursing courses.

Course Outcomes:

- 1. Utilize data to address population health outcomes.
- 2. Apply general principles and practices to protect population health during disasters and public health emergencies.

3. Examine the nurses' role and functions in population-based public health nursing practice.

# Major Content Outline:

- 1. Principles of Population and Public Health Nursing
- 2. Nurse's Role in Disaster Preparedness and Public Health Emergencies
- 3. Analyzing Health Data to Inform Public Health Interventions
- 4. Community Assessment and Targeted Health Promotion
- 5. Ethical and Legal Considerations in Population-Based Care

## 8<sup>th</sup> Semester Courses

15 credit hours

## NURS 462 Nursing Leadership

Course description: 2 Theory hours.

Focuses on development and application of nursing leadership in health care. <u>Prerequisites</u>: 7<sup>th</sup> semester nursing courses.

Course Outcomes:

- 1. Apply concepts of nursing leadership to promote a healthy, safe work environment.
- 2. Integrate standards of care, evidence-based practice, and ethical code of conduct into individual and systems thinking.
- 3. Examine the role of the nurse within microsystem as a catalyst for change within the larger macrosystem.

4. Analyze contemporary issues associated with the health care system.

Major Content Outline:

- 1. Foundations of Nursing Leadership and Management
- 2. Creating and Sustaining Healthy Work Environments
- 3. Systems Thinking in Healthcare (Microsystem vs. Macrosystem)
- 4. Ethical Leadership and Standards of Professional Conduct
- 5. Leading Quality and Safety Initiatives
- 6. Responding to Contemporary Health System Challenges (e.g., staffing, burnout)

# NURS 479 Complex Care of Adults

Course description: 3 Theory hours.

Emphasizes the nursing care of clients with complex health issues.

Prerequisites: 7th semester nursing courses.

Course Outcomes:

- 1. Explain the Interprofessional health care team roles and responsibilities when caring for clients with complex health issues.
- 2. Distinguish the ways in which the client's lifestyle modifications impact their health outcomes and quality of life.
- 3. Prioritize the impact of evidence-based interventions on complex client conditions.
- 4. Identify client nutritional needs as it relates to complex conditions.
- 5. Appraise the nurse's role in the care of the adult client with complex health issues.
- 6. Critique nursing frameworks in clinical decision-making and problem-solving.

# Major Content Outline:

- 1. Multisystem and High-Acuity Conditions (e.g., sepsis, ARDS, MODS)
- 2. Roles of Interprofessional Teams in Complex Care Settings
- 3. Evidence-Based Interventions and Prioritization Strategies
- 4. Lifestyle Modification and Long-Term Management of Complex Conditions
- 5. Nutrition in Acute and Complex Illness
- 6. Advanced Use of Nursing Frameworks for Clinical Reasoning

# NURS 471 Complex Care of Adults Clinical

<u>Course description: 2</u> Clinical hours. Clinical Facility: Wesley Medical Center & Ascension Via Christi Campuses (Wichita and ABSN; Stormont Vail, KSU) Focuses on the application of nursing care for clients with complex health care issues. <u>Prerequisites</u>: 7<sup>th</sup> semester nursing courses.

Course Outcomes:

- 1. Prioritize collection, retrieval, and use of clinical data to support client care decisions.
- 2. Critique nursing frameworks in clinical decision-making and problem-solving.
- 3. Defend various interventions to meet client needs.
- 4. Defend assessment strategies.
- 5. Exhibit professional conduct.
- 6. Modify client care using principles of health literacy.
- 7. Integrate feedback to improve nursing practice

Major Content Outline:

- 1. Comprehensive Data Collection and Clinical Decision-Making
- 2. Prioritization of Care in High-Acuity Environments
- 3. Defense and Justification of Nursing Interventions
- 4. Advanced Assessment and Monitoring Techniques
- 5. Professional Conduct in Critical and Complex Settings
- 6. Feedback Integration and Continuous Improvement
- 7. Use of Health Literacy to Modify and Tailor Client Care

# NURS 497 Capstone

<u>Course Description:</u> 3 Clinical hours. Clinical Facility: Various, but predominately Wesley Medical Center & Ascension Via Christi Campuses (Wichita and ABSN; Various, but predominately Ascension Manhattan and Stormont Vail, KSU) Focuses on the transition from the role of expert student to the role of novice professional nurse in a select setting.

<u>Prerequisites</u>: 7<sup>th</sup> semester nursing courses and NURS 479 Complex Care of Adults, and NURS 471 Complex Care of Adults Clinical

# Course Outcomes:

- 1. Prioritize health behaviors which impact health outcomes and quality of life.
- 2. Demonstrate collection, storage, retrieval, and use of clinical data.
- 3. Critique nursing frameworks in clinical decision-making and problem-solving.
- 4. Generate interventions to meet client needs.
- 5. Generate assessment strategies.
- 6. Exhibit professional conduct.
- 7. Modify client care using principles of health literacy.

8. Integrate feedback to improve nursing practice.

Major Content Outline:

- 1. Transition from Student to Novice Nurse
- 2. Independent Clinical Judgment and Critical Thinking
- 3. Development and Implementation of Comprehensive Care Plans
- 4. Professional Conduct and Interprofessional Collaboration
- 5. Application of Health Literacy in Diverse Clinical Scenarios
- 6. Evaluation and Adaptation of Nursing Interventions
- 7. Use of Clinical Data to Support Decision-Making

# **NURS 498 Transition to Practice**

Course description: 2 Theory hours.

Focuses on transition from expert student to novice professional nurse.

Prerequisites: 7<sup>th</sup> semester nursing courses.

Course Outcomes:

- 1. Compare and contrast the role of the student and the role of a novice professional nurse.
- 2. Evaluate readiness for licensing exam.
- 3. Construct professional nursing identity.
- 4. Plan for entry into the healthcare environment.

Major Content Outline:

- 1. Professional Identity and Role Transition
- 2. NCLEX Preparation and Licensing Readiness
- 3. Job Search, Resume Writing, and Interview Strategies
- 4. Professional Boundaries, Ethics, and Scope of Practice
- 5. Time Management, Delegation, and Prioritization in Practice

# NURS 475 Evidence-Based Practice

Course description: 1 Theory hours.

Emphasizes the discovery, analysis, and application of evidence to support clinical practice.

Prerequisite: 7th semester nursing courses.

Course outcomes:

- 1. Use effective written, oral, or electronic communication skills in applying the steps of Evidence Based Practice (EPB).
- 2. Discuss the legal and ethical ramifications of research with human subjects/participants.
- 3. Create an evidence-based project.

Major Content Outline:

- 1. Steps of the Evidence-Based Practice (EBP) Process
- 2. Research Ethics and IRB Considerations
- 3. Formulating Clinical Questions (PICO format)
- 4. Searching, Appraising, and Applying Evidence
- 5. Development of an EBP Project or Proposal
- 6. Effective Communication of Evidence in Practice Settings

## NURS 485 Health and Wellness of the Healthcare Provider

Course Description: 2 Theory hours.

Focuses on the essential knowledge, skills, and attitudes to prioritize their own health and well-being.

Perquisites: Acceptance into the nursing program.

Course Outcomes:

- 1. Design a personal wellness plan.
- 2. Prioritize resilience and coping mechanisms.
- 3. Appraise the impact of personal health and wellness on client care.
- 4. Describe the benefits of lifelong wellness for the nurse.

Major Content Outline:

- 1. Self-Care Strategies for Nurses (Sleep, Exercise, Mindfulness)
- 2. Burnout Prevention and Resilience-Building
- 3. Impact of Provider Wellness on Client Outcomes
- 4. Designing and Implementing a Personal Wellness Plan
- 5. Work-Life Integration and Lifelong Wellness Strategies

# All courses are evaluated using the curriculum committee process. This has been included in our application documents.

ABSN		
Summer Semester		
Old Course Number	New Course Number	Credit Hours
NURS309	NURS309	3
NURS312	NURS312	1
NURS344	NURS302	3 OL
NURS347	NURS344	2
NURS325	NURS347	1
NURS302	NURS319	3
NURS375	NURS313	1
NURS349	NURS307	1
NURS362	NURS 362	1
	NURS366	2
	CREDIT Hours	Total # 18
Fall Semester		
Old Course Number	New Course Number	Credit Hours
NURS366	NURS341	2
NURS320	NURS343	1
NURS361	NURS320	4
NURS341	NURS361	2
NURS343	NURS380	2
NURS380	NURS381	1
NURS381	NURS431	2
NURS431	NURS432	1
NURS432	NURS452	1 OL
	NURS355	3
	NURS475	1 OL
	Credit Hours	Total #20
Spring Semester		
Old Course Number	New Course Number	Credit Hours
NURS452	NURS401	4
NURS401	NURS412	2
NURS412	NURS462	2
NURS407	NURS479	3
NURS498	NURS471	2
NURS462	NURS422	2
NURS479	NURS497	3
NURS471	NURS498	2
NURS497	NURS485	2
ANNUAL	Credit hours	#22
	Total Credit hours	60



April 24, 2025

Dear KSBON,

I am writing to express my support for the proposed changes to the Wichita State University nursing curriculum. As a Director and Assistant Educator, I believe these changes are essential for the advancement of nursing education and the improvement of patient care.

With the AACN's essentials update in 2021 and the move to competencybased education, a revised curriculum was needed. The change process included faculty from the initial outline of the curriculum through to the final unanimous vote by faculty to adopt the curriculum presented to you.

Thank you for considering my perspective. I am confident that these changes will lead to significant improvements in nursing education and patient care.

Sincerely, Brandy Jackson, MSN, MBA, RN Undergraduate Program Director and Assistant Educator Wichita State University

#### Kara Shideler

Assistant Educator Wichita State University 1845 Fairmount (316) 978-3456 April 23, 2025

Janelle B. Martin, MHSA, RN Nursing Education Compliance Officer Kansas State Board of Nursing 900 SW Jackson St., Suite 1050 Topeka, KS 66612-1230

Dear Ms. Martin,

I am writing to express my full support for the proposed Major Curriculum Change submitted by Wichita State University's nursing program. As a faculty member actively involved in the development and review process, I can affirm that the proposed changes reflect a thoughtful, evidence-based approach to strengthening our nursing curriculum and aligning it with current professional standards and healthcare demands.

Throughout this process, faculty have been engaged in comprehensive discussions, collaborative planning sessions, and careful consideration of how the changes will benefit student learning outcomes, clinical readiness, and alignment with national competencies. The proposed revisions represent our shared commitment to continuous improvement and the advancement of nursing education in Kansas.

I appreciate your attention to this important matter and support our institution's application without reservation.

Sincerely, Kara Shideler, BSN, MSN, RN Chairperson, Committee on Curriculum



April 24, 2025

Dear KSBON,

I am writing to express my support for the proposed changes to the Wichita State University nursing curriculum inspired by the *New Essentials*. As an Assistant Educator in the WSU Nursing Program, I believe these changes are critical for further development of nursing education and improvement in delivery of high quality patient care.

With the AACN's essentials update in 2021 and the move to competencybased education, a revised curriculum was needed. I have been directly involved in the development of the new curriculum through the role of a curriculum committee member and a member of the curriculum task force. In context of my acute care focused background, I feel the new changes that have been drafted will update our current academic practices to better prepare students to enter the practice environment post-graduation with confidence and competence.

Thank you for considering my perspective. I am confident that these changes will lead to significant improvements in nursing education and patient care.

Sincerely,

Titus DeGraaf, MSN, RN Wichita State University WSU Nursing Program Assistant Educator Titus.DeGraaf@wichita.edu 316-680-2069



April 24, 2025

Dear KSBON,

I am writing to express my support for the proposed changes to the Wichita State University nursing curriculum inspired by the *New Essentials*. As an Assistant Educator in the WSU Pathway to nursing Program, I believe these changes are critical for further development of nursing education and improvement in delivery of high quality patient care.

With the AACN's essentials update in 2021 and the move to competencybased education, a revised curriculum was needed. I have been directly involved in the development of the new curriculum through the role of a Domain Champion for Patient Centered Care and participation in several school of nursing and undergraduate nursing meetings. In context of my primarily practice focused background, I feel the new changes that have been drafted will update our current academic practices to better prepare students to enter the practice environment post-graduation with confidence and competence.

Thank you for considering my perspective. I am confident that these changes will lead to significant improvements in nursing education and patient care.

Sincerely,

Heather Sloan, MSN, APRN, FNP-BC Wichita State University WSU-KSU Pathway to Nursing Program Assistant Educator <u>Heather.sloan@wichita.edu</u> (785) 418-0498 1324 Lovers Lane Justin Hall 340 Manhattan, KS 66506



#### 04/24/2025

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

Dear Members of the Kansas State Board of Nursing,

On behalf of Ascension Via Christi, I am writing to express our formal support for the proposed changes to the Wichita State University BSN Program as submitted to the Kansas State Board of Nursing.

We have been informed of the proposed changes, which include the beginning clinical learning in first semester, the incorporation of pathophysiology and pharmacology, and the increase in capstone hours. After careful review and consultation with program representatives, we understand and support these changes as a positive step toward advancing nursing education and strengthening workforce readiness.

We have assessed the anticipated effects of these changes on our operations. Based on our evaluation, we do not foresee any negative impact on our facility's daily functions, or the quality of care delivered to our patients and clients. On the contrary, we believe these updates will enhance the clinical preparedness of students and ultimately support improved patient outcomes.

Our staff remains committed to supporting nursing students during their clinical experiences. We anticipate that the revised program will enrich the learning environment by fostering critical thinking, adaptability, and evidence-based practice among future nurses—skills that directly benefit our interdisciplinary care teams and patient population.

We value our continued partnership with Wichita State University and look forward to playing an active role in supporting the next generation of nursing professionals under the revised curriculum.

Please do not hesitate to contact me at <u>katrina.moriasi@ascension.org</u> should you require any further information.

Sincerely, Katrina Moriasi MSN, RN

Clinical Professional Development-Director Ascension Via Christi Hospitals katrina.moriasi@ascension.org



Aubrey Mink, MLS, BS Stormont Vail Health 1500 SW 10<sup>th</sup> Ave Topeka, KS 66604 785-354-5459

April 25, 2025

Wichita State University 1845 Fairmount St. Wichita, KS 67260

Dear WSU Faculty,

We have received notification of changes to your nursing school curriculum intended to go into effect Fall 2027. We do not believe these changes will affect our facility, patients, or the clinical experience of the nursing students participating in clinicals in our hospital. Thank you for the notification!

Aubrey Mink Director, Clinical Education Stormont Vail Health





April 30, 2025

## Kansas State Board of Nursing Landon State Office Building 900 SW Jackson, Suite 1051 Topeka, KS 66612-1230

Dear Members of the Kansas State Board of Nursing,

On behalf of Meadowlark, I am writing to express our formal support for the proposed changes to the Wichita State University BSN Program as submitted to the Kansas State Board of Nursing.

We have been informed of the proposed changes, which include the beginning of clinical learning in first semester, the incorporation of pathophysiology and pharmacology, and the increase in capstone hours. After careful review and consultation with program representatives, we understand and support these changes as a positive step toward advancing nursing education and strengthening workforce readiness.

We have assessed the anticipated effects of these changes on our operations. Based on our evaluation, we do not foresee any negative impact on our facility's daily functions, or the quality of care delivered to our patients and clients. On the contrary, we believe these updates will enhance the clinical preparedness of students and ultimately support improved patient outcomes.

Our staff remains committed to supporting nursing students during their clinical experiences. We anticipate that the revised program will enrich the learning environment by fostering critical thinking, adaptability, and evidence-based practice among future nurses — skills that directly benefit our interdisciplinary care teams and patient population.

We value our continued partnership with Wichita State University and look forward to playing an active role in supporting the next generation of nursing professionals under the revised curriculum.

Warm regards,

Sarah Duggan Community Relations Director Meadowlark (785) 323-3878 sguge@meadowlark.org

2121 Meadowlark Road • Manhattan, Kansas • (785) 537-4610 • www.meadowlark.org

## Sooby, Laura

From:	Smith, Samuel
Sent:	Monday, November 25, 2024 12:59 PM
То:	Sooby, Laura
Subject:	Support for Curriculum Change Request for Pathophysiology Course

To whom it may concern,

This letter serves as formal acknowledgment and support for the Nursing Program's curriculum change to remove HS 400, Intro to Pathophysiology, 4 credit hours as a pre-requisite course. The Scientific Foundations Division has reviewed this request and affirms that the adjustment aligns with current academic and programmatic standards.

Please reach out if you have any questions.

Dr. Sam Smith, PT, DPT

Date: November 13, 2024

I support the changes/additions made to this course due to standards changes by accrediting bodies and KBOR transfer agreements for nursing pre-requisites.

Dr. Debra Pile

Chair, School of Nursing Associate Dean of Nursing Practice



November 26, 2024

To Whom It May Concern:

As Chair of the Department of Biological Sciences, I fully support the Nursing Program's curriculum change to add a general biology course, for non-majors as a pre-requisite course. We recognize the importance of offering flexibility to students while ensuring they gain the essential knowledge needed for their field of study. The Biological Sciences Department has reviewed this request and affirms that the adjustment aligns with current academic and programmatic standards.

Sincerely,

W. J. Hend Vy

William J. Hendry Professor and Chair william.hendry@wichita.edu

WJH/EE

## 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:	3-27-2025
Name of Program:	University of Saint Mary Division of Nursing
Program Administrator including credentials:	Karen Kidder, DNP, RN, CNE
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- MSN
Briefly describe the Change being requested:	<ol> <li>Separation of clinical hours and didactic hours for all NP courses</li> <li>Drop NUFP from FNP courses and revert to the division standard NU</li> </ol>
	we the Joh and it from For NULER 705 and NUL 700 and replace it in didenti

3.Remove the lab credit from For NUFP 785 and NU 796 and replace it in didactic.

			Action Taken		
Education Committe	e Review		Da	ate	
Action Taken: 🛛	Approved		Not Approved		Deferred
Board of Nursing Review		Da	ate		
Action Taken: 🛛	Approved		Not Approved		Deferred
Nursing Education Compliance Officer			Da	ate	

## Graduate Program Major Curriculum Change Request

60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

#### 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

 $\Box$  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. <u>Do Not submit entire course</u> 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.
- 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
- 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 Nursing Division Meeting Minutes Template

**Committee/Meeting Title:** Division of Nursing Meeting

**Date:** 2/27/25

**Attendance:** Hannah Anderson, Kathy Eblen, Carol Fosmoe, Tina Howard, Karen Kidder, Michelle Krakar, Amanda Nester, Christina Sirna, Amy Stahl, Ginger Vaughn-Pullin

Not in attendance: Ginger Vaughn Pullin, Kelly Siler

Student Representatives: Marisol Vargas

Guest:

Staff members: Whitney Watts, Nancy Hernandez

Recorder of the Minutes: Nancy Hernandez

What to include:

- Time/date/location
- Attendees
- Key points only once
- Pros and cons of argument
- New information
- All motions and results
- Expected actions, who is responsible, and deadlines

#### Do NOT include:

- Housekeeping info
- Personal experiences or stories
- Old material
- Personal comments
- He said/she said dialogue

#### When to include names:

- Attendance
- Motions and seconds
- Assigned tasks
- Identify a presenter
- If someone directly asks for <u>their</u> name to be included

Agenda Item	Discussion	Follow-up	Responsible Party
Welcome and acknowledge any	Marisol Vargas is the student		
Guest and Student Reps	involvement representative.		
	She says juniors have no		
	concerns and are doing		
	better studying for tests.		
	Seniors ready for graduation.		
	Blood drive will be 3.21.25 in		
	Ryan from 9-1.		

Review of previous meeting	Minutes approved	
Minutes	with edits	
Review of Agenda	Agenda items added: Quality	
	Matters, pinning for Dec	
	graduates.	
	Motion to Approve This	
	Meetings Agenda: Tina	
	Motion to 2 <sup>nd</sup> : Mandy	
	Approval of the Agenda	
Announcements	AACN Deans Conference is	
	March 29-31 in DC. Karen	
	will attend.	
	A pre-conferemce is offered	
	by CCNE on writing a self-	
	study. Karen and Michelle	
	will attend that on 3.28.25 to	
	assist with our self-study for	
	our September CCNE visit.	
	We have three grad assistant	
	positions open.	
Governance	CCNE:	Karen/Michelle
	Visit is Sept 10-12, 2025, to	
	approve FNP and PMHNP	
	Certificate Programs. We will	
	be prepared to have the	
	underpinnings and support	
	of these programs evaluated	

	<ul> <li>as well. Important to Have a clear description of how we are assessing achievement of the Advanced Level competencies.</li> <li>Karen took the credit change request to Academic Affairs and submitted to KSBN for March meeting.</li> <li>Discussion on removing the FP from the nursing prefixes for the FNP classes. All MSN courses will be just NU prefix.</li> </ul>		Approved CLOSED
Old Business:	Separate didactic credit from clinical credit in all NP courses, and put lab credit back in didactic for NUFP 785 and NU 796. Unanimously approved. Removing COM 120 as a pe- requisite for the ABSN sent to academic affairs – approved.		Approved CLOSED
	<ul> <li>NCLEX Pass Rate</li> <li>96% Currently</li> </ul>	Continue to monitor	Tina and Karen

FNP Board pass rate	Continue to monitor	Michelle and Karen
		Faculty
<ul> <li>Pre-Nursing to eventually be added to Faculty for Mentors</li> <li>Karen Checked In with Mentor Progress</li> <li>Self-Care Emphasized</li> <li>UPDATE: DOCUMENTATION is</li> </ul>	Ensure we document our discussions. Even a FU email that they acknowledge is sufficient	All faculty
<ul> <li>SEP/CAP</li> <li>Karen/Tina/Michelle continuing to work on this with faculty input. CONTINUING</li> </ul>		Karen, Tina, Michelle
<ul> <li>Testing</li> <li>Limited Testing Space for Accommodations</li> <li>NO UPDATE</li> </ul>	<ul> <li>Proposing 8 Testing Rooms/Lab Spaces to Architects</li> </ul>	Karen has brought up issue with Architects NO UPDATE
<ul> <li>Students injections</li> <li>Students want to practice injections on each other</li> <li>Legal issue</li> </ul>		<i>Karen</i> to continue to investigate with Nancy Bramlett <i>NO UPDATE</i>
	<ul> <li>NO UPDATE</li> <li>Mentors</li> <li>Pre-Nursing to eventually be added to Faculty for Mentors</li> <li>Karen Checked In with Mentor Progress</li> <li>Self-Care Emphasized</li> <li>UPDATE: DOCUMENTATION is needed</li> <li>SEP/CAP</li> <li>Karen/Tina/Michelle continuing to work on this with faculty input. CONTINUING</li> <li>Testing</li> <li>Limited Testing Space for Accommodations</li> <li>NO UPDATE</li> <li>Students injections</li> <li>Students want to practice injections on each other</li> </ul>	• NO UPDATEMentors• Pre-Nursing to eventually be added to Faculty for Mentors• Karen Checked In with Mentor Progress• Self-Care EmphasizedUPDATE: DOCUMENTATION is neededDOCUMENTATION is neededSEP/CAP• Karen/Tina/Michelle continuing to work on this with faculty input. CONTINUING• Proposing 8 Testing Rooms/Lab Spaces to Architects• Students injections • Students want to practice injections on each other

Trauma Informed• Proposed MentHealth TrainingFaculty	
<ul> <li>Direct Entry         <ul> <li>Are Direct Entry allowed to be p the AT program</li> <li>Limitations nee be implemented</li> </ul> </li> </ul>	art ofproposing 3.75 GPA.?OR Accept and decided toAT track at a later date?
Grant Activity KBOR	Continue to work on the FY 26 submission. Reviewing board review courses for the NP students. Have changed from Fitzgerald to Sarah Michelle
HLC • We need to be specific about o experiential guidelines for fa	bedside experience, and CFA if

	Nursing Student ElectiveNU 100 "So you want to bea Nurse"Consider Ross Hall forcommunication	Karen to submit to Provost for approval
NEW Business	Pinning for MSN Dec grads. We will pin them in May if they want to attend as there is no pinning ceremony in December.	CLOSED
	<ul> <li>ONLINE ABSN</li> <li>Plan to start in January 2026.</li> <li>Awaiting quote from Emory, and have requested one from ATI.</li> <li>The plan is <ol> <li>students to come to campus at the end of their 2<sup>nd</sup> term Didactic for and virtual labs for those terms.</li> <li>Come to campus for three weeks</li> <li>Take them to clinical here as a cohort with our faculty and do checkoffs.</li> </ol> </li> </ul>	Waiting on consultant estimates.

Δ	. USM covers all
	expenses
	(transportation,
	room and board,
	food) and the costs
	added to tuition,
5	5. Need the consultant
	input.
6	5. First class – max of
	15
7	2. Quality Matters
	training for faculty
8	B. First cohort will be KS
	residents only
9	). Will need a program
	director and program
	assistant early in the
	process.
MSN	Advanced health
asses	ssment intensive. Need
a sup	oply list. Hannah R will
send	a list of last year's
supp	
Sim L	Lab:
	architects are hoping to
	Nursing Sim, health
	ssment, and foundations
	back in Berchmans.
Норє	efully on 2 <sup>nd</sup> floor north
wing.	

Date of Next Meeting	NEXT MEETING:	
	Thursday, 3.20.25 at 4 pm	
Adjourn	Motion to Adjourn: Amy	
	Stahl	
	2 <sup>nd</sup> : Tins Howard	
	Meeting Adjourn time: 5:28	
	pm	

We want to separate each course's didactic and clinical sections into two distinct courses for the MSN Family Nurse Practitioner and Psychiatric Nurse Practitioner concentrations. Students will still complete the didactic and clinical content concomitantly. Each course will receive a separate grade to ensure a more transparent evaluation of student competencies in both theoretical knowledge and clinical practice. This will aid clinical instructors when evaluating students' clinical progress as assignments specific to clinical such as SOAP notes will now be graded. In our current model, clinical is a pass/fail focused specifically on the precepted clinical hours. The current combined format presents several challenges: Students' performance in didactic and clinical components is evaluated as a single grade, making it challenging to differentiate strengths and weaknesses. Separate courses allow for more specialized instruction, enabling faculty to focus clearly on didactic or clinical components.

We will remove the one-credit lab and add that credit back to didactic content for their final clinical courses, NUFP 785 Primary Care III or NU 796 Psychiatric Mental Health III. We currently require a 3-day on-campus lab intensive, but to allow more flexibility in format and content, we are transitioning this on-campus requirement to a virtual one. This will also lessen the financial impact on students. We have students from California to Virginia, and the cost of airfare, hotel, and rental car can be burdensome while they are also paying for tuition and fees. Students must still come on campus for a three-day intensive lab during their Advanced Health Assessment course.

We would also like to remove "FP" from the course name and number to ensure consistency with the rest of the MSN program, which only uses "NU." For example, NUFP 781 will now be NU 781. No resource changes are needed, and we have adequate faculty to teach clinical and didactic content. The overall credit hours of the concentrations are not changing. Faculty within the Division of Nursing support these changes, and the University of Saint Mary Graduate Council and Faculty Senate has approved it.

Current Curriculum Plan	New Curriculum Plan	New Curriculum Plan
NUFP 781 Primary Care I 8	NU 781 Primary Care I	NU XXX Primary Care I Clinical
credits (4 didactic & 4 clinical)	4 credits didactic	4 credits clinical
NUFP 783 Primary Care II (4	NU 783 Primary Care II	NU XXX Primary Care II Clinical
didactic & 4 clinical)	4 credits didactic	4 credits clinical
NUFP 785 Primary Care III (3	NU 785 Primary Care III	NU XXX Primary Care III Clinical
didactic, 1 credit lab & 4	4 credits didactic	4 credits clinical
clinical)		
NU 792 Psychiatric Mental	NU 792 Psychiatric Mental	NU XXX Psychiatric Mental Health I
Health I (4 didactic & 4 clinical)	Health I	Clinical
	4 credits didactic	4 credits clinical
NU 794 Psychiatric Mental	NU 794 Psychiatric Mental	NU XXX Psychiatric Mental Health II
Health II (4 didactic & 4 clinical)	Health II	4 credits clinical
	4 credits didactic	
NU 796 Psychiatric Mental	NU 796 Psychiatric Mental	NU XXX Psychiatric Mental Health
Health III (3 didactic, 1 credit	Health III	III
lab & 4 clinical)	4 credits didactic	4 credits clinical

#### Family Nurse Practitioner and Psychiatric Nurse Practitioner Clinical Courses

Current	Current Course Descriptions	New Didactic Course	New Clinical Course
Course	Current Course Descriptions	Descriptions	Descriptions
Name &		<b>F</b>	
Number			
NUFP 781 Primary Care I	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	This course 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, including both acute and chronic health conditions, will be emphasized. The accompanying clinical course includes 240 clinical hours.	This clinical course includes 240 hours of direct clinical experience. It exposes 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 II	supervision of the preceptor. 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.	This course 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 accompanying clinical course includes 240 clinical hours.	This clinical course includes 240 clinical hours and 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. Ideally, a student will split the 240 hours into 120 hours in women's health primary care and 120 hours in pediatric primary care. A preceptor and clinical faculty will guide and facilitate the student's clinical experiences.
NUFP 785 Primary Care III	This course, which includes 4 credit hours of clinical experience, will focus on clinical competence in primary care settings by building on	This course focuses on clinical competence in primary care settings by building on knowledge and skills gained in previous	This course includes 240 clinical hours. Through these clinical experiences, students

## **Course Description Comparison**

	knowledge and skills gained in	courses. The purpose of this	will build confidence
	previous courses. The purpose of this	cumulative course and its learning	as they begin the
	cumulative course and its learning	activities is to demonstrate	transition from the
	activities is to demonstrate synthesis	synthesis and application of all	role of registered
	and application of all MSN/FNP	MSN/FNP program learning	nurse to advanced
	program learning outcomes and	outcomes and integrate Family	practice nurse.
	integrate Family Nurse Practitioner	Nurse Practitioner competencies	Clinical experiences
	competencies in a systematic,	in a systematic, practical, and	will provide students
	practical, and scholarly manner.	scholarly manner. Through	with the continued
	Through clinical experiences and	classroom activities, students will	opportunity to
	classroom activities, students will	build confidence as they begin the	develop, implement, and evaluate
	build confidence as they begin the transition from the role of registered	transition from the role of registered nurse to advanced	management plans for
	nurse to advanced practice nurse.	practice nurse. Classroom	patients with complex
	Classroom activities will enable	activities will enable students to	health conditions.
	students to explore the salient nurse	explore the salient nurse	neutri conditions.
	practitioner practice issues involved	practitioner practice issues	
	in the delivery of safe, competent,	involved in the delivery of safe,	
	quality and cost- effective care of	competent, quality and cost-	
	patients in a dynamic healthcare	effective care of patients in a	
	system. Clinical experiences in	dynamic healthcare system. The	
	primary care settings will provide	application of knowledge in the	
	students with the continued	management of patients and	
	opportunity to develop, implement,	collaboration among the advanced	
	and evaluate management plans for	practice nurse and the patient,	
	patients with complex health conditions. The application of	family, and interprofessional healthcare team are emphasized.	
	knowledge in the management of	The accompanying clinical course	
	patients and collaboration among the	includes 240 clinical hours.	
	advanced practice nurse and the		
	patient, family, and interprofessional		
	healthcare team are emphasized.		
NU 792	This course provides the PMHNP	This course provides the PMHNP	This clinical course
Psychiatric	student with the knowledge and	student with the knowledge	includes 240 clinical
Mental	clinical skills necessary to manage	necessary to manage patients	hours and allows the
Health I	patients across the lifespan who have psychiatric mental health issues. It	across the lifespan who have psychiatric mental health issues. It	PMHNP student to
	explores the theory, frameworks, and	explores the theory, frameworks,	gain experience in managing psychiatric
	practice of psychotherapeutic	and practice of psychotherapeutic	patients in various
	interventions used across the	interventions used across the	settings and with
	lifespan. It analyzes holistic,	lifespan. It analyzes holistic,	varied treatment
	research-based approaches for	research-based approaches for	modalities. Diagnostic
	assessing, diagnosing, and treating	assessing, diagnosing, and treating	interviews and
	mental health problems and	mental health problems and	formulation of
	psychiatric disorders. Caring for	psychiatric disorders. Caring for	differential diagnoses
	diverse patient populations according	diverse patient populations	allow the student to
	to the social determinants of health is	according to the social	learn and apply
	included.	determinants of health is included.	treatment modalities
		The accompanying clinical course includes 240 clinical hours.	and interventions that correlate with client
	The clinical component of this	menuces 240 chinical nouis.	preferences,
	course allows the PMHNP student to		symptoms, and
	gain experience in managing psychiatric patients in various		disease processes.
	settings and with varied treatment		Preceptor(s) and
	modalities. Diagnostic interviews		clinical faculty will
	and formulation of differential		guide and facilitate
			•

<b>[</b>	diagnoses allow the student to learn		the student's clinical
	diagnoses allow the student to learn		
	and apply treatment modalities and		experiences.
	interventions that correlate with		
	client preferences, symptoms, and		
	disease processes. Preceptor(s) and		
	clinical faculty will guide and		
	facilitate the student's clinical		
	experiences.		
NU 794	This course provides the PMHNP	This course provides the PMHNP	This course includes
Psychiatric	student with the knowledge and	student with the knowledge	240 clinical hours and
Mental	clinical skills necessary to manage	necessary to manage patients with	allows the PMHNP
Health II	patients with short-term mental	short-term mental health problems	student to gain
	health problems and common	and common psychiatric disorders	experience in
	psychiatric disorders in the general	in the general population across	managing patients
	population across the lifespan.	the lifespan. Holistic and research-	with short-term
	Holistic and research-based	based approaches allow the	mental health
	approaches allow the student to	student to explore	disturbances across
	explore psychotherapeutic	psychotherapeutic approaches,	various settings and
	approaches, such as mental health	such as mental health promotion	with varied treatment
	promotion and risk prevention	and risk prevention measures, for	modalities. Diagnostic
	measures, for the clinical	the clinical management of	interviews and
	management of psychiatric-mental	psychiatric-mental health	formulation of
	health problems in individuals,		differential diagnoses
		problems in individuals, families,	allow the student to
	families, and groups. It also	and groups. It also introduces the	
	introduces the student to self-	student to self-reflective practice	learn and apply
	reflective practice and principles of	and principles of	treatment modalities
	psychotherapeutic care.	psychotherapeutic care. The	and interventions that
		accompanying clinical course	correlate with client
	The clinical component of this	includes 240 clinical hours.	preferences,
	course allows the PMHNP student to		symptoms, and
	gain experience in managing patients		disease processes.
	with short-term mental health		Preceptor(s) and
	disturbances across various settings		clinical faculty will
	and with varied treatment modalities.		guide and facilitate
	Diagnostic interviews and		the student's clinical
	formulation of differential diagnoses		experiences.
	allow the student to learn and apply		_
	treatment modalities and		
	interventions that correlate with		
	client preferences, symptoms, and		
	disease processes. Preceptor(s) and		
	clinical faculty will guide and		
	facilitate the student's clinical		
NH 707	experiences.		
NU 796	This course delves into the holistic	This course delves into the holistic	This course includes
Psychiatric	management of chronic and complex	management of chronic and	240 clinical hours and
Mental	psychiatric disorders throughout all	complex psychiatric disorders	allows the PMHNP
Health III	stages of life. Emphasis is placed on	throughout all stages of life.	student to gain
	developing differential diagnostic	Emphasis is placed on developing	experience in
	capabilities and implementing	differential diagnostic capabilities	managing patients
	intervention strategies, including the	and implementing intervention	with complex and
	significance of rehabilitation,	strategies, including the	chronic psychiatric
	recovery, and psychoeducational	significance of rehabilitation,	disorders across
	approaches within diverse contexts	recovery, and psychoeducational	various settings and
	such as individual, familial, and	approaches within diverse	with varied treatment
	saon as marriadan, tanninai, and		,, in variou reatmont

stigma and sociocultural factors that affect access to and engagement in care. The clinical component of this	contexts such as individual, familial, and group settings. It examines the stigma and sociocultural factors that affect access to and engagement in care. The accompanying clinical course includes 240 clinical hours.	modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. The student will focus on interventions such as psycho education, rehabilitation, and
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#### NUFP 781 Primary Care I: Management of Adult & Geriatric Populations

#### **Course Description**

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.

#### **Course Learning Outcomes**

1. Interpret history and physical examination data to develop a plan of care for the management of commonly encountered acute and chronic conditions in the primary care setting.

2. Formulate differential diagnoses for the adult/geriatric patient using clinical and diagnostic reasoning skills.

3. Display evidence of knowledge of acute and chronic conditions in the adult/geriatric populations in the primary care setting.

4. Evaluate health disorders for adult/geriatric patients.

5. Comprehend and relate key terms, principles, and concepts related to the primary care of adult/geriatric patients.

6. Analyze data obtained from a comprehensive history and physical examination to determine a plan of care for the adult/geriatric populations.

7. Develop an evidence-based plan of care for commonly encountered acute and chronic conditions for the adult/geriatric patients.

8. Demonstrate the knowledge, skills, and diagnostic reasoning expected of a family nurse practitioner in a primary care setting.

9. Demonstrate understanding of the key issues related to diversity, equity and inclusion as it impacts healthcare of the adult population.

10. Practice competencies of evidence-based practice, culturally appropriate patient-centered care, disease prevention and health promotion, social equity and health disparities, role of the advanced practice nurse.

#### NUFP 783 Primary Care II Management of Pediatrics and Childbearing Families

#### **Course Description**

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.

#### **Course Learning Outcomes**

1. Evaluate health disorders for pediatric and women's health patients.

2. Evaluate growth, development, and psychosocial issues that commonly affect pediatric patients.

3. Examine strategies to manage health disorders, growth issues, and developmental problems in pediatric patients.

4. Examine strategies to educate pediatric patients and their families about health disorders, growth issues, and developmental problems.

5. Assess the impact of culture on the treatment and management of disorders, growth issues, and developmental problems.

6. Comprehend and relate key terms, principles, and concepts related to the primary care of pediatric and women's health patients.

7. Analyze data obtained from a comprehensive history and physical examination to determine a plan of care for the women's health and pediatric populations.

8. Determine differential diagnoses based on clinical data.

9. Develop an evidence-based plan of care for commonly encountered acute and chronic conditions for the women's health and pediatric patients.

10. Demonstrate the knowledge, skills, and diagnostic reasoning expected of a family nurse practitioner in a primary care setting.

11. Demonstrate understanding of the key issues related to diversity, equity and inclusion as it impacts healthcare of the adult population.

12. Practice competencies of evidence-based practice, culturally appropriate patient-centered care, disease prevention and health promotion, social equity and health disparities, role of the advanced practice nurse.

#### NUFP 785 Primary Care III Clinical Capstone and Practicum

#### **Course Description:**

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 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.

#### **Course/Clinical Learning Outcomes:**

1. Synthesize the role and responsibilities of the APRN-nurse practitioner.

2. Analyze data obtained from a comprehensive physical and exam to formulate differential diagnoses, management plans, and follow up care for patients of all age ranges and with varying health conditions, both acute and chronic in the primary care setting.

3. Demonstrate the knowledge, skills, and diagnostic reasoning expected of a family nurse practitioner in a primary care setting.

4. Analyze issues related to the certification and licensing of nurse practitioners.

5. Summarize challenges that impact clinical practice for APRN-nurse practitioners.

6. Analyze the evolving role of the APRN-nurse practitioner.

7. Apply interprofessional practice in providing care to patients with complex health conditions.

8. Synthesize the process for transitioning from the role of registered nurse to APRN-nurse practitioner.

9. Analyze ethical and legal issues of nurse practitioner practice.

10. Synthesize process for measuring quality performance of nurse practitioners.

11. Synthesize competencies that demonstrate integration of program outcomes.

12. Demonstrate understanding of key issues related to diversity, equity, and inclusion as it impacts healthcare delivery.

13. Synthesize competencies of evidence-based practice, culturally appropriate patient-centered care, disease prevention and health promotion, social equity and health disparities, and the role of the advanced practice nurse.

14. Define strategies to remain competent in the specialty role and incorporate lifelong learning.

#### NU 792 Psychiatric Mental Health I

#### **Course Description:**

This course provides the PMHNP student with the knowledge and clinical skills necessary to manage patients across the lifespan who have psychiatric mental health issues. It explores the theory, frameworks, and practice of psychotherapeutic interventions used across the lifespan. It analyzes holistic, research-based approaches for assessing, diagnosing, and treating mental health problems and psychiatric disorders. Caring for diverse patient populations according to the social determinants of health is included.

The clinical component of this course allows the PMHNP student to gain experience in managing psychiatric patients in various settings and with varied treatment modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. Preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

Course Learning Outcomes:

 Explore psychosocial theories and frameworks for assessing, diagnosing, and treating mental health problems and psychiatric disorders of individuals across the lifespan and among various populations.
 Formulate differential diagnosis and treatment plans and apply DSM V diagnostic criteria for psychiatric diagnoses across the lifespan.

3. Develop evidence-based treatment modalities and clinical management plans for diverse client populations.

4. Display evidence of knowledge of psychiatric mental health conditions in patient care settings.

5. Explore how culture, community, and issues of diversity, equity, and inclusion influence outcomes.

#### NU 794 Psychiatric Mental Health II

#### **Course Description:**

This course provides the PMHNP student with the knowledge and clinical skills necessary to manage patients with short-term mental health problems and common psychiatric disorders in the general population across the lifespan. Holistic and research-based approaches allow the student to explore psychotherapeutic approaches, such as mental health problems in individuals, families, and groups. It also introduces the student to self-reflective practice and principles of psychotherapeutic care.

The clinical component of this course allows the PMHNP student to gain experience in managing patients with short-term mental health disturbances across various settings and with varied treatment modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. Preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

#### **Course Learning Outcomes:**

1. Utilize evidence-based practices to develop strategies for treatment and risk prevention of psychiatricmental health problems in individuals, families, and groups.

2. Engage in self-reflective practice to enhance personal awareness and professional growth in providing psychotherapeutic care.

3. Apply principles of ethical practice and cultural competence in delivering mental health services, considering diverse backgrounds, equity, and inclusion perspectives.

4. Collaborate with interdisciplinary teams to provide comprehensive care and support for individuals experiencing psychiatric-mental health issues.

5. Communicate and evaluate the effectiveness of psychotherapeutic interventions through ongoing assessment and outcome monitoring, adjusting treatment plans as needed to optimize client outcomes.

6. Demonstrate proficiency in documentation practices, maintaining accurate and confidential records to support continuity of care and ensure compliance with regulatory standards.

#### NU 796 Psychiatric Mental Health III

#### **Course Description:**

This course delves into the holistic management of chronic and complex psychiatric disorders throughout all stages of life. Emphasis is placed on developing differential diagnostic capabilities and implementing intervention strategies, including the significance of rehabilitation, recovery, and psychoeducational approaches within diverse contexts such as individual, familial, and group settings. It examines the stigma and sociocultural factors that affect access to and engagement in care.

The clinical component of this course allows the PMHNP student to gain experience in managing patients with complex and chronic psychiatric disorders across various settings and with varied treatment modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. The student will focus on interventions such as psycho education, rehabilitation, and recovery. Preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

#### **Course Learning Outcomes:**

1. Develop comprehensive differential diagnoses to assess and differentiate various psychiatric disorders and their presentations.

2. Implement intervention strategies tailored to individuals, families, and groups' unique needs,

incorporating principles of rehabilitation, recovery, and psychoeducation.

3. Evaluate the sociocultural factors and stigma influencing access to and engagement in mental health care.

4. Demonstrate cultural competence and sensitivity in delivering care to diverse populations, considering the influence of sociocultural factors on treatment outcomes.

5. Collaborate effectively with interdisciplinary teams to develop and adjust holistic care plans for patients with chronic and complex psychiatric disorders.

6. Apply ethical principles and legal guidelines in providing mental health care across diverse populations.

7. Demonstrate an understanding of how diversity, equity, and inclusion can improve access and treatment outcomes for underrepresented and underserved psychiatric patient populations.

#### 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 17th, 2025

Name of Program: Butler Community College Nursing Program

Program Administrator including credentials: Associate Dean Janet M Schueller, MSN, RN, CNE

Parent Institution: Butler Community College

Address of Institution: 901 S. Haverhill Rd, El Dorado, KS 67042

Level of the Program for which the change Is being requested

1<sup>st</sup> Level of the Program

Briefly describe the Change being requested:

Request that IV Therapy Certification be granted for students in the 1<sup>st</sup> level of the program who successfully complete all IV therapy requirements and pass their NCLEX-PN.

			Action Taken		
Education Committe	e Review		Da	ate	
Action Taken: 🛛	Approved		Not Approved		Deferred
Board of Nursing Re	eview		Da	ate	
Action Taken: 🛛	Approved		Not Approved		Deferred
Nursing Education C	`ompliance ()	fficer			ate

#### Prelicensure Major Curriculum Change Request

60-2-104 (g) (1) (2) (3)

- X (1) Any change in the plan of nursing curriculum organization involving:
  - □ Philosophy
  - □ Number of semesters of study
  - □ Delivery method of nursing courses
  - X Other: Curriculum change to reflect the provision of IV therapy certification requirements in the 1<sup>st</sup> level of program; thus allowing students sitting for their PN boards to receive IV therapy certification as well.

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

#### Provide: \*See below

Written documentation that includes a comparison of old to new, this may be in the form of a table

- Table reflecting the old vs new revisions to the Course Outline for NR 122 reflecting the clarification of skills related to IV therapy and the addition of the state-based competency assessment for IV therapy concepts in the Grade Determination section.
- Successful IV insertions are tracked using the Clinical Assessment tool (excerpts).
- Faculty Input on decision and rationale for change.
- Mapping of IV Therapy Competency Checklist for Butler's Nursing Program

□ (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. <u>Do Not submit entire course</u> <u>syllabus</u>

□ (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

eff ect		change will have on the facility and the patients/clients and facility staff
if	•	Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
an	•	Information that resources such as library, AV materials and equipment,
у		laboratory, faculty, and support services are adequate
the		

In making decisions concerning curriculum change requests, the Board of Nursing asks if the chan7ges made are consistent with sound educational principles.



04/25/2025

Kansas State Board of Nursing Landon Building 900 SW Jackson ST #1051 Topeka, KS 66612

Education Committee,

We respectfully request approval by KSBN to recognize that IV Therapy concepts are embedded in our curriculum and IV therapy standards are being met during the first level of our Associate Degree Nursing program. We request that KSBN allow our graduates who achieve their PN license to also be awarded IV Therapy certification. Butler's nursing faculty are in full support of the following changes to assure that all standards are met during the first level of the program and we believe that this will greatly benefit our students and their ability to serve their communities with the skills they've learned and demonstrated while in our program.

The attached documents will reflect where curriculum was clarified within the Course Outline and maps where the IV Therapy and skill labs associated with IV Therapy are located within the 1<sup>st</sup> level of Butler's program. Changes to our curriculum that were necessitated to meet the IV Therapy requirements are:

- Adding the state based IV therapy certification test requirement for all students
- Adding the requirement of a successful live IV insertion for all students who plan to sit for their PN Boards
- Moved didactic and lab for sterile (CVL) dressing change from 3<sup>rd</sup> semester to 2<sup>nd</sup> semester
- Nursing faculty will submit rosters of students who meet these criteria to KSBN at the completion of NR122

We hope that you will concur that there is sufficient evidence to approve our request and we thank you for your consideration of our request.

Kind regards,

Janet M. Schueller MSN RN

Janet Schueller MSN, RN, CNE Associate Dean of Health, Education, and Public Services Butler Community College Jschueller@butlercc.edu

#### Table 1: Comparison of Butler's old vs new in course outline

Revised Fall 2022	Revised Spring 2025
Implemented Spring 2023	Implement Fall 2025
	or Competencies
NR122 Patient Centered Care (PCC)	NR122 Patient Centered Care (PCC) 2:
2: Common, Acute and Chronic Health Problems	Common, Acute and Chronic Health Problems
	Skills or Competencies:
Skills or Competencies:	
2.E. Demonstrate techniques and	2. E. Demonstrate techniques and concepts of
concepts of enteral care and	urinary catheterization, central line dressing
nutrition, ostomy care, urinary catheterization, and peripheral	changes, IM injections, and SQ injections.
intravenous insertion.	G. Demonstrate techniques and concepts of
	intravenous (IV) therapy:
	1. Administration of intravenous fluid
	therapy and IV placement
	2. Principles of intravenous therapy
	maintenance
	a. Tubing management
	b. Dressing and site care
	c. Discontinuance of IV
	3. Pharmacological considerations of
	intravenous medication
Grade	e Determination
The student will be graded on	The student will be graded on learning
learning activities and assessment	activities and assessment tasks. Grade
tasks. Grade determinants may	determinants may include the following: written
include the following: written	assignments, quizzes, exams (including state-
assignments, quizzes, exams, class	based test over intravenous therapy
participation, and other methods of	concepts), class participation, and other
evaluation at the discretion of the instructor.	methods of evaluation at the discretion of the instructor.

#### **Table 2: Clinical Assessment tool excerpts**

IV Skills:	Date/ Initial
DC IV access	
IV tubing chg	
Change to	
saline lock	
IV insertion	

IV Medication administration: (The student will: )

- Demonstrate the "7 Rights" of medication administration
- Identify appropriate basic focused assessments related to medications

- Administer medications using developmentally appropriate considerations across the lifespan
- Calculate dosages correctly
- Demonstrate proficiency in administering medications via the following routes:

Route	Date/Initial	Route	Date/Initial
IV push		IM	
		Saline	
IV pump		flush	
IV			
piggyback			

# Recommendation presented, discussed, and approved by faculty on November 20<sup>th</sup>, 2024; Action by Faculty Committee: Briana motions, Raven seconded, discussion, 12 approved, 0 declined, 2 abstained.

Add IV Therapy Certification to the 1<sup>st</sup> level of the program. KSBN and NPA requirements to earn IV therapy certification include:

- Receive all IV Therapy content, includes IV fluid therapy, IV insertion, IV medication administration
- Have a successful live IV stick
- Pass the state test at 80% or higher

Recommendation for changes in "Skills Labs", to meet KSBN requirements for IV Therapy Certification in the 1<sup>st</sup> level:

1<sup>st</sup> Semester: oral medications, sterile gloving, dressing change, NG insertion, ostomy care introduced in NR102 with concept of elimination.

2<sup>nd</sup> Semester: NR122 IV therapy, Blood administration, urinary catheter insertion, IV insert/medication admin, SQ, IM, and CVL dressing change

3<sup>rd</sup> Semester: NR243 Add Enteral nutrition, reinforce CVL dressing change, IV med administration, urinary catheter insertion, and ostomy care with ulcerative colitis or cancer content

For students who elect to obtain their PN license, faculty will ensure that students have met all KSBN IV therapy requirements and submit roster of successful completion to KSBN.

\*IV live stick – if unable during 2<sup>nd</sup> clinical, student can have a precepted experience at SBA in ambulatory care until they get their live stick. Students must meet all the SBA orientation requirements, if this occurs.

#### Rationale:

NR115 was offered by Butler to LPNs to become IV Therapy Certified to administer parental therapies in practice as certification is required per the KNPA. In the past couple

of years, PN programs incorporated IV Therapy and Certification into their curriculum. Enrollment and demand for NR115 decreased significantly, with only 1-2 students enrolling. The last IV Therapy Certification course that filled was in Summer 2022.

Incorporating IV Therapy Certification curriculum will allow students to expand the scope of practice as an LPN without additional cost. IV therapy content is primarily located in 2<sup>nd</sup> semester currently with the exception of the sterile dressing change, a required live IV stick and the state test. The majority of students in 2<sup>nd</sup> semester have the opportunity to obtain the successful live IV stick during their clinical experience and the state test can be easily added in 2<sup>nd</sup> semester content.

Table 3: Mapping of IV therapy	content in the first level of Butler's program
--------------------------------	--

Clinical Competency	Course(s)
1.Administration of Intravenous Fluid Therapy	NR122
1.Patient Care Prior to Infusion Therapy Initiation	NR101/NR102/ NR116/ NR117/ NR122
2.Equipment preparation for Intravenous Therapy	NR122
3.Short Peripheral Vascular Device Site Preparation and Placement	NR122
4. Joint stabilization	NR122
2.Principles of Intravenous Therapy Maintenance	NR122
1.Changing an intravenous fluid container.	NR122
2.Change Administration Set Tubing – Peripheral Line	NR122
3.Change Administration Set Tubing – Central Line	NR122
<ol> <li>Change peripheral IV site dressing with care of infusion site</li> </ol>	NR122
5.Change central venous site dressing with care of infusion site	NR122
6.Flushing Infusion Device	NR122
7.Discontinuance of peripheral IV Site	NR122
3.Pharmacological Considerations of Intravenous Medication	NR122
1.Parenteral Medication and Solution Administration	NR122/NR161/NR262
2.Administer IV push medication	NR122
3. Preparing Immediate-Use Parenteral-Medication	NR122
<ol> <li>Student able to calculate and apply appropriate medication dosages and drip rates.</li> </ol>	NR102/NR161 NR122/NR262

## **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:	May 6, 2025		
Name of Program:	Manhattan Technical College Practical Nursing		
Program Administrator including credentials:	Kimberly K Davis MSN RN		
Parent Institution:	Manhattan Area Technical College		
Address of Institution:	3136 Dickens Ave. Manhattan, Ks. 66503		
Level of the Program for which the change			
Is being requested	Practical Nursing		
Briefly describe the Change being requested:	Change all clinical courses in the PN program from Pass/Fail to a graded		
	format to align with the didactic courses		

			Action Taken		
Education Committe	e Review		Da	ite	
Action Taken:	Approved		Not Approved		Deferred
Board of Nursing Re	eview		Da	ite	
Action Taken: 🛛	Approved		Not Approved		Deferred
				_	
Nursing Education C	Compliance C	Officer		Da	ate

## Prelicensure Major Curriculum Change Request

60-2-104 (g) (1) (2) (3)

- □ Philosophy
- □ Number of semesters of study

(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. <u>Do Not submit entire course</u> <u>syllabus</u>

□ (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.

#### Manhattan Area Technical College PN Program Major Curriculum Change

#### **Description of Change**

The Manhattan Area Technical College Practical Nursing Program is requesting to change the method of grading clinical from Pass/Fail to grading scale to align with the didactic courses.

#### Comparison of Old and New

Old:

Course	Course Name	Method of Grading
NUR 108	Foundations of Nursing Clinical	Pass/Fail
NUR 118	Nursing Care of Adults I Clinical	Pass/Fail
NUR 138	Nursing Care of Adults II Clinical	Pass/Fail
NUR 171	Maternal Child Clinical	Pass/Fail

#### New:

Course	Course Name	Method of Grading
NUR 108	Foundations of Nursing Clinical	Grading Scale
NUR 118	Nursing Care of Adults I Clinical	94% - 100% - A
NUR 138	Nursing Care of Adults II Clinical	86% - 93% - B
NUR 171	Maternal Child Clinical	78% - 85% - C
		70% - 77% - D
		Below 70% - F

#### Rationale for the Change

A graded system motivates students to go beyond minimum competencies, fostering a culture of excellence. With clear performance distinctions, students are incentivized to master clinical skills more thoroughly. It holds students accountable for their performance, reinforcing professional behaviors such as initiative, teamwork, and communication in addition to critical competencies in clinical settings.

Letter or numerical grades often come with more detailed evaluations, encouraging students to reflect on specific areas of improvement rather than simply aiming to "pass." Applying the same rigor and consistency to clinical training and didactic courses, ensures alignment across the curriculum and maintains institutional credibility.

#### 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: 5/3/25 Name of Program: University of Kansas School of Nursing Program Administrator Jean Giddens, PhD, RN, FAAN, ANEF including credentials: Parent Institution: University of Kansas Address of Institution: 3901 Rainbow Blvd, Kansas City, KS 66160 Level of the Program for which the change is being requested BSN Briefly describe the change being requested: The University of Kansas (KU) School of Nursing is requesting a change in delivery method to either in-person, online, or hybrid modality for NURS 472 Evidence-Based Practice: Translating Research to Practice. This update will assist in addressing space and faculty constraints, while still allowing for achievement of student learning objectives for didactic courses.

			Action Taken		
Education Committee Review			Date		
Action Taken: 🛛	Approved		Not Approved		Deferred
Board of Nursing Re	eview		Da	ate	
Action Taken: 🛛	Approved		Not Approved		Deferred
Nursing Education (	Compliance (	fficer			ate

### 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. <u>Do Not submit entire course</u> <u>syllabus</u>

□ (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.

### KSBN Major Curriculum Change Request May 6, 2025

#### **Rationale for the Change**

The KU SON requests a change in modality for NURS 472 from an in-person format to the option of also offering the course in an online or hybrid format. The content of NURS 472 (Evidence-Based Practice) can easily be taught using any of these modalities. The ability to offer this course in any of three modalities formats (in-person, hybrid, or fully online) allows greater flexibility in classroom space utilization and greater flexibility in faculty teaching assignments.

### **Faculty Involvement in the Process**

Faculty who have taught or are currently teaching the submitted course discussed the value of updating the delivery method of the course with the BSN On-Campus Program Director. Faculty who have extensive experience with online delivery of courses offered their expertise on best practice to implement an online or hybrid model. Dean Giddens discussed with school leadership a variety of ways to implement online or hybrid courses. There is a high level of agreement that there is ability and value in offering this course in an online or hybrid manner and doing so will have no negative impact on students in achieving desired learning objectives. There is strong faculty and administrative support for this request being submitted.

### **Comparison of Old to New Delivery Methods**

According to the KU Center for Teaching Excellence, online courses are described as having no in-person interaction or instruction with all instruction being provided online. Hybrid courses are described as courses that contain an in-person and an online component. There are multiple ways to facilitate hybrid courses.

- A portion of the course credit hours can be facilitated in the classroom, with the other portion facilitated online. The online portion can be synchronous or asynchronous.
- Students can be divided into two groups and have one group attend class on a particular day or week, and the other group attends on a different day or week. Students not attending in-person are working on asynchronous assignments to fulfill the coursework requirements.

Prior to this request, this course was only offered in an in-person format.

#### **Resources to Support Implementation of Revised Modalities**

The Teaching and Learning Technologies team at the KU School of Nursing is supportive of the opportunity to implement online and hybrid courses. There is a strong team of knowledgeable, skilled instructional design specialists to support faculty redesigning courses using an online or hybrid format. Additionally, these instructional specialists are available as ongoing resources for faculty as they implement and facilitate courses using an online or hybrid modality.



### **Abbreviated Syllabus:**

### NURS 472: Evidence Based Practice: Translating Research into Practice

### **COURSE DESCRIPTION**

Concepts of evidence-based practice (EBP) and healthcare research are explored. Methods to critically appraise healthcare research will be applied. Critical appraisal of evidence will be employed to inform the delivery of safe and quality nursing care.

### **COURSE OBJECTIVES**

Upon completion of the course, students will be able to:

1) Distinguish research, quality improvement, and EBP, and their relevance to practice.

2) Describe EBP to include application models that incorporate components such as research evidence, clinical expertise, and patient/family values.

3) Critique nursing and healthcare research for level and quality of evidence.

4) Evaluate evidence from research, guidelines, and protocols to affect the delivery of care.

5) Discuss the role of the baccalaureate prepared nurse in the conduct of research to include ensuring safe, quality patient care, and the protection of human subjects.

6) Collaboratively develop an EBP project based on a clinical question related to safe and quality patient care.

# 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:	5/5/25					
Name of Program:	Psychiatric N	Me	ntal Health Nurse P	ractition	er Post Graduate Certi	ficate
Program Administrator including credentials:		Jane Carpenter, Dean, School of Nursing; Tracy Davies, DNP, ANP, GNP-BC, PMHNP-BC Program Director				
Parent Institution:	Washburn L	Jni	versity Harmony J. H	lines So	chool of Nursing	
Address of Institution:	1700 SW College Ave.					
	Topeka, KS	66	621			
Level of the Program for which the change Is being requested Briefly describe the Change being requeste	Nsg I w/ Lab 4 -Reduce cred Add New course course descrit -Change cred hours. Affects Practicum	4 ci it h rse ptic lit to s NI	redits new course de ours NU857 Adv Pra NU865 Psychothera on & outcomes o clock hour ratio fror	scription ctice Ps peutic Ii n 1 cred Ə Advan	ych MH Nsg Practicum f nterventions Practicum 2 it = 60 clock hours to 1 c ced Psychiatric Nursing	from 6 to 4 2 credits New
Education Committee F	Review		Da	ite		
Action Taken:	pproved		Not Approved		Deferred	
Board of Nursing Revie	W		Da	ite		
Action Taken: 🛛 🛛 A	pproved	]	Not Approved		Deferred	
Nursing Education Com	pliance Office	er		Da	ate	

### Graduate Program Major Curriculum Change Request

60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

X 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

X 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. <u>Do Not submit entire course</u> <u>syllabus</u>

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

11/04, Rev 3/11, 6/16, 10/17

Current	Proposed
NU850 Advanced Practice Psychiatric Mental	NU851 Advanced Psychiatric Mental Health
Health Nursing I	Nursing w/Psychotherapeutics Lab
Course Description:	Course Description:
Theoretical approaches are explored in addressing short-term and less complex illnesses. Evidence based psychotherapeutic approaches are explored for the treatment of individuals, families, and groups and provide the foundation for clinical management of psychiatric mental health problems that are often time-limited as well as those that commonly occur across the lifespan. Health promotion and prevention measures are included in therapeutic interventions.	This course introduces evidence-based psychotherapeutic approaches for treating individuals, families, and groups across the lifespan. Theoretical frameworks are explored for addressing commonly occurring episodic, short- term psychiatric disorders, and crisis management. Emphasis is placed on integrating nonpharmacological and pharmacological treatments. Therapeutic interventions incorporate health promotion and illness prevention measures. Psychotherapeutic lab activities provide structured opportunities for students to apply theoretical concepts, develop core psychotherapy skills, and practice therapeutic communication techniques through virtually simulated and guided experiences. The course includes asynchronous content delivery with strategically scheduled synchronous class sessions to support skill development.
Credit Hours: 3	Credit Hours: 4
Course Prerequisite(s): Admission to Post-Master's Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program NU 827 & NU 828	Course Prerequisite(s): Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU 828
Course Outcomes:	Course Outcomes:
1. Integrate neurobiological and psychosocial theories in the diagnoses of individuals with diagnostically less complex acute psychiatric illness.	1. Apply foundational psychotherapeutic theories and evidence-based frameworks to develop therapeutic communication and structured interview skills for managing short-term, episodic psychiatric disorders, and crises.
2. Use evidence-based psychotherapeutic and psychopharmacological interventions in the management of clients with diagnostically less complex psychiatric mental health illness.	2. Integrate nonpharmacological, pharmacological, and complementary interventions into person- centered treatment planning, incorporating considerations for treatment resistance, health promotion, and illness prevention.

## Washburn University Harmony J. Hines School of Nursing

3. Synthesize psychotherapeutic approaches to care that are sensitive to culture, spirituality, ethnicity, age, and gender orientation.	3. Analyze the influence of culture, identity, developmental stage, and context on the selection and implementation of psychotherapeutic modalities for individuals, families, and groups across the lifespan.
4. Apply principles of individual and group	4. Evaluate therapeutic interactions to identify
psychotherapy modalities for treatment of	areas for improvement in clinical reasoning,
short term and diagnostically less complex	therapeutic alliance, and communication
psychiatric mental health problems.	effectiveness.

### Rationale for Proposed Change from NU 850 to NU 851:

One credit hour added (from 3 to 4) for lab activities reflects the expanded depth and scope of the course. Strategically addresses gaps, supports competency development, and enhances readiness for full-scope PMHNP practice. Lab activities connect didactic content with simulated clinical performance, reinforcing essential skills to prepare for NU865 practicum. Additionally, the lab supports the broader transition to competency-based education, allowing students to demonstrate proficiency through observable, measurable behaviors that align with standards or practice.

- Responds to data showing lower student performance in psychotherapeutic concepts and board exams.
- Enhances applied learning and instructional time in critical content areas.
- Updated course outcomes interventions emphasizing higher-order skills (nonpharmacological clinical reasoning, integrated planning, therapeutic communication, and cultural responsiveness).
- Aligns with PMHNP certificate & DNP program outcomes, scope & standards of PMHNP practice, NONPF competencies, AACN Essentials.

Approved Graduate Education Committee 5/5/27

Proposed Changes			
Current	Proposed		
NU857 Advanced Practice Psychiatric Mental Health	NU857 Advanced Practice Psychiatric Mental Health		
Nursing Practicum	Nursing Practicum		
Course Description:	Course Description:		
Provides opportunities for direct practice experiences with individuals, families, and groups and role development of the advanced practice psychiatric nurse. Students engage in activities involving assessment, diagnosis, and interventions including psychopharmacologic and psychotherapeutic skills in	This course provides opportunities for role development of the advanced practice psychiatric nurse practitioner through supervised direct practice experiences with individuals, families, groups. Students engage in activities involving assessment, diagnosis, and interventions including		

working with individuals experiencing short-term, commonly occurring, complex, chronic psychiatric illnesses, and addictions. NU 857 is a 6-credit hour clinical course that can be taken in 1 to 4 variable credit increments. Clinical hours are calculated at a 1:4 clock hour ratio. The total number of clinical hours to complete the course is 360 hours. Students may choose how many credits to take per semester.	<ul> <li>psychopharmacologic and psychotherapeutic skills in working with individuals experiencing a range of commonly occurring psychiatric illnesses and addictions.</li> <li>Students will complete 4-5 credit hours (depending on track). Advisor approval is required to ensure course requirements are met. Clinical hours are calculated at a 1:5 clock hour ratio.</li> </ul>
Credit Hours: 6 Course Prerequisite(s): Admission to Post-Master's Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program NU 828, NU850 or NU854 or concurrent. Course Outcomes: 1. Demonstrate competency in the use of clinical interviewing skills to elicit the client's narrative about health and mental health.	Credit Hours: 4 Course Prerequisite(s): Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU 828, NU851 or NU854 or concurrent. Course Outcomes: 1. Perform comprehensive psychiatric evaluations that integrate biopsychosocial data, mental status examination, differential diagnosis, and risk assessments.
<ul> <li>2. Apply evidence-based psychopharmacological and psychotherapeutic interventions in the management of commonly occurring psychiatric disorders in individuals and families across the lifespan.</li> <li>3. Develop collaborative, age-appropriate behavioral</li> </ul>	<ul> <li>2. Develop individualized treatment plans incorporating psychopharmacologic and psychotherapeutic interventions aligned with clinical guidelines, patient goals, and ethical and legal principles.</li> <li>3. Implement evidence-based psychopharmacologic</li> </ul>
<ul> <li>health treatment plans based on biopsychosocial theories, evidence-based standards of care and practice guidelines.</li> <li>4. Integrate knowledge of ethical and legal principles in clinical decision making.</li> </ul>	<ul> <li>and psychotherapeutic interventions with safe</li> <li>prescribing practices, therapeutic communication,</li> <li>and interdisciplinary collaboration.</li> <li>4. Reflect on clinical performance to identify</li> <li>strengths, address learning needs, and formulate</li> <li>strategies for ongoing professional development.</li> </ul>

### Rationale for Proposed Change for NU 857:

NU857 will decrease from 6 to **4–5 credit hours**, depending on track. **Two credit hours** will be reallocated to the new **NU865 Psychotherapy Interventions Practicum**.

- The credit hour to clock hour ratio is shifting from 1:60 to 1:75 to:
  - $\circ$   $\;$  Align with updated Kansas licensure (750 practicum hours).
  - Minimizes added costs and extended program duration.
  - Standardize clinical expectations across graduate programs.

- Will continue as a variable credit course (1–4 credits/semester) allows for individualized practicum planning.
- Anticipate national certification trends.
- Change effective Spring 2026.
- Revised course description & outcomes to support competency-based education and higher-order learning (Bloom's Taxonomy).
  - Emphasis on assessment, treatment planning, cultural responsiveness, clinical reasoning, communication, and evaluation.
  - Reflect and strengthen alignment with PMHNP and DNP program outcomes, PMHNP Scope & Standards of Practice, NONPF competencies, AACN Essentials.
  - Ensure scaffolded competency-based development toward independent advanced practice

Approved Graduate Education Committee 5/5/27

### **New Course Proposal**

### NU865 Psychotherapeutic Interventions Practicum

### **Course Description:**

This practicum course provides supervised clinical experiences for PMHNP students in delivering psychotherapeutic and related mental health interventions. Students will apply evidence-based models, demonstrate therapeutic communication skills, integrate ethical and cultural considerations into treatment planning, critically evaluate and adapt therapeutic effectiveness based on client progress.

Credit Hours: 2 Ratio 1:75

Course Prerequisite(s): Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner or DNP Program, NU 851

### **Course Outcomes:**

1. Apply evidence-based psychotherapeutic theories and interventions to deliver intentional, goal-directed treatment within the therapeutic relationship.

2. Demonstrate self-awareness and emotional regulation to build therapeutic rapport, support client engagement, maintain professional boundaries, and model professional presence in clinical encounters.

3. Integrate ethical reasoning, cultural awareness, legal standards, and trauma-informed principles to collaboratively guide psychotherapeutic treatment planning and person-centered care delivery.

4. Evaluate therapeutic effectiveness and adapt interventions based on client response and progress toward treatment goals.

### Rationale for Proposed Course NU 865:

Provides a focused psychotherapeutics practicum to improve student preparation in nonpharmacological mental health interventions.

- Psychotherapeutic interventions are a known weakness on practice and certification exams.
  - Students struggle to adopt the therapist role, highlighting the need for more structured clinical training.
  - Provides structured assessments in therapeutic communication, clinical reasoning, treatment planning, and evaluating effectiveness.
  - Aligns with PMHNP program outcomes, NONPF competencies, AACN Essentials, and ANA/APNA Scope & Standards.
- Restructures existing hours to two credit hours reallocated from NU857.
- The credit hour to clock hour ratio is shifting from 1:60 to 1:75 to:
  - Align with updated Kansas licensure (750 practicum hours).
  - Minimizes added costs and extended program duration.
  - o Standardize clinical expectations across graduate programs,
  - Anticipate national certification trends.
  - Change effective Spring 2026.
- Revised course description & outcomes to support competency-based education and higher-order learning (Bloom's Taxonomy).
- Improves graduate readiness for full-scope PMHNP practice and board certification success.
- Change effective Spring 2026.

Approved Graduate Education Committee 5/5/27

Proposed Changes			
Current	Proposed		
NU859 Advanced Psychiatric Nursing Special Focus	NU859 Advanced Psychiatric Nursing Special		
Practicum	Focus Practicum		
Course Description:	Course Description:		
Provides opportunities for the student to focus on skill building in a particular practice setting or client population of interest as well as the synthesis of the knowledge into this advanced practice role. In this final practicum, students function in the role of the advanced psychiatric mental health nurse practitioner providing psychopharmacological and psychotherapy	In this final practicum, students synthesize advanced knowledge into the psychiatric mental health nurse practitioner (PMHNP) role, transitioning toward greater independence in clinical decision-making related to the diagnosis and treatment of psychiatric disorders across the lifespan. Students apply psychopharmacological, psychotherapeutic, and related interventions		

interventions. Must complete NU 850 and NU 854 and 6 credits of NU 857 to be eligible to take NU 859.	under the guidance of preceptors and faculty. Opportunities to refine clinical skills within a chosen practice setting or client population of interest are facilitated to support individualized professional development. Students demonstrate mastery through comprehensive competency- based assessments and participate in structured certification exam preparation activities designed to support readiness for national board certification. Must complete NU 851, NU 854, NU865, and 4-5 credits of NU 857 (based on track) to be eligible to take NU 859.
Credit Hours: 3 (variable)	Credit Hours: 3
Course Prerequisite(s): Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP program, and NU 850 and NU 854, 6 credits of NU 857, and consent of instructor.	Course Prerequisite(s): Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU851, NU854, NU865, NU857.
Course Outcomes:	Course Outcomes:
1. Demonstrate competency in the use of clinical interviewing skills to elicit the client's narrative about health and mental health.	1. Implement the advanced practice psychiatric mental health nurse practitioner role by independently applying clinical reasoning and evidence-based decision-making in the assessment, diagnosis, treatment planning, and management of psychiatric disorders across the lifespan.
2. Apply evidence-based psychopharmacological and psychotherapeutic interventions in the management of commonly occurring psychiatric disorders in individuals and families across the lifespan.	2. Apply evidence-based psychopharmacologic and psychotherapeutic interventions with safe prescribing practices, therapeutic communication, and interdisciplinary collaboration.
3. Develop collaborative, age-appropriate behavioral health treatment plans based on biopsychosocial theories, evidence-based standards of care and practice guidelines.	3. Collaborate in the evaluation of treatment outcomes with interdisciplinary colleagues, clients, families, and caregivers to address systemic barriers impacting the delivery of holistic, person-centered mental health services.
4. Integrate knowledge of ethical and legal principles in clinical decision making.	4. Incorporate social determinants of health, including cultural, social, and spiritual factors, into evidence-based psychiatric treatment planning to promote equitable access, engagement, and outcomes in mental health care across the lifespan.

5. Demonstrate professionalism, ethical practice, accountability, and responsiveness to feedback through clinical performance that reflects self- awareness, commitment to growth, and readiness for ongoing professional development as an advanced practice psychiatric mental
health nurse practitioner.

### **Rationale for Proposed Change to NU859:**

- The variable credit option is being discontinued due to low student use; nearly all enrolled for 3 credits.
- A fixed 3-credit format will incorporate certification review activities to support structured preparation for board exams.
- The credit hour to clock hour ratio is shifting from 1:60 to 1:75 to:
  - Align with updated Kansas licensure (750 practicum hours),
  - Minimizes added costs and extended program duration.
  - o Standardize clinical expectations across graduate programs,
  - Anticipate national certification trends.
  - Change effective Spring 2026.
- Revised course description & outcomes to support competency-based education and higherorder learning (Bloom's Taxonomy).
- Emphasis on assessment, treatment planning, cultural responsiveness, clinical reasoning, communication, and evaluation.
- Ensures scaffolded practicum learning and alignment with PMHNP and DNP program outcomes, PMHNP Scope & Standards of Practice, NONPF competencies, and AACN Essentials.

Approved Graduate Education Committee 5/5/27

### 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:	May 6, 2025
Name of Program:	Fort Scott Community College ADN Nursing Program
Program Administrator including credentials:	Vickie Laderer BSN, MSN
Parent Institution:	Fort Scott Community College
Address of Institution:	2108 South Horton Street Fort Scott, KS 66701
Level of the Program:	ADN
Briefly describe the	
Change being requested:	Includes changes in course sequencing, leveling and distribution of Medical Surgical Nursing content across 3 semesters, without a change in total credit hours. The program will be going to once a year admission in the fall. All courses will be face-to-face with the exception of NSG2542 Nursing Leadership and Management. This will be a hybrid course.

Action Taken			
Education Committee Review	Date		
Action Taken: DApproved D	Not Approved   Deferred		
Board of Nursing Review	Date		
Action Taken: <sup>□</sup> Approved  □	Not Approved   Deferred		

Nursing Education Compliance Officer

### Prelicensure Major Curriculum Change Request

60-2-104 (g) (1) (2) (3)

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

x Philosophy

□ Number of semesters of study

**x** 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

x (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. <u>Do Not submit entire course</u> <u>syllabus</u>

□ (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.* 

### Introduction/Rationale For Change:

With completion of the ACEN self study and review of program data/outcomes it became apparent that the curriculum needed to undergo revision. The current curriculum is greater than 10 years old. Faculty began planning for this revision in October 2024. To provide some direction faculty reviewed the college mission, the KBOR ADN Alignment, the NCLEX Test Plan, the NCSBN 2024 RN Practice Analysis, workforce data, global concerns, feedback from the community of interest and the program's current demographics. Faculty were able to identify components of the curriculum that were working well and those that were not. Gaps in the curriculum were identified as well as data supporting the need for changes in course leveling and sequencing. The changes reflect an effort to enhance student learning and retention, increase integration of clinical reasoning earlier in the program, improve curriculum flow, reduce attrition and better prepare graduates for the complexities of nursing practice.

### **Review Findings and Data Supporting Change**

- 1. Faculty and the Community of Interest identified a need for increased emphasis on professionalism and professional identity development.
- 2. Attrition rates in first and second semester were high. The courseload in second semester was extremely heavy (Pathophysiology, Pharmacology, Mental Health, Pediatrics, and Childbearing) often causing students to drop some courses in order to focus on passing others, thus extending the time to program completion. Reducing the intensity in second level will provide a more manageable workload.
- 3. No Medical Surgical content was taught until third semester. The lack of a medical surgical foundation prior to third semester made it difficult for students to relate/link Pathophysiology and Pharmacology concepts/content received in second semester and carry it forward. The lack of a medical surgical foundation also impacted success in the Pediatrics and Childbearing courses.
- 4. Faculty identified a need to purposely level medical surgical concepts from simple to complex across the four levels of the curriculum to promote student learning and retention.
- 5. Faculty identified a gap in community content and clinical experiences.
- 6. Content/activity related to student preparation for graduation and licensure currently occurs in the Leadership course. Both students and faculty would be better served in creation of a 1 credit hour, 8 week course to accomplish this work. The addition of this 1-credit hour course supports students in the final semester by focusing on the Kansas Nurse Practice Act, NCLEX preparation, clinical judgment, professional development, and role transition strategies. This course is designed to improve licensure pass rates and job readiness.

### **Process of Curriculum Revision**

The process/timeline for curriculum revision can be seen in Table 1 below. The FSCC Faculty met 1-2 times/month with individual and work groups continuing between meetings. Once each step was constructed and drafted, materials were reviewed by the faculty and Director and changes/additions made. Final materials were reviewed and approved by the faculty (FT and PT)

<b>Table 1: FSCC ADN Curriculum Revis</b>	sion Timeline
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Date	Focus	Considerations
January, 2025	Identification of what is working, what is not Internal and external influences Community of Interest feedback Literature/Program review Identification of Gaps and Overlaps ACEN Standard V Data review	Consideration of KBOR requirements Consideration of ACEN driven outcomes Best Practices identified Review of the Literature - Trends and future predictions Clinical Judgment Model (CJM) Integration Utilize current program outcome data NCLEX RN Test Plan Integration Workforce data Population data Global trends
February, 2025	Nursing Program Mission Nursing Program Philosophy – Nursing Education/Student/Faculty Conceptual Framework Program Outcomes Expected Program Student earning Outcomes (EPSLOs)	College Mission/Vision KBOR EPSLOs Faculty Input Current trends in nursing and nursing education KBOR AND Alignment ACEN Standards
March, 2025	Course Development & Sequencing Credit Hours Distribution by semester Course Learning Outcomes Leveled Syllabi Development Level concepts/content across the curriculum and by course.	
April, 2025	Leveled Concepts/Content (cont) Syllabi Development (cont) Clinical Evaluation Tool Leveling Psychomotor Skills Leveled	Complete concept/content leveling Review curriculum content against NCLEX RN Test Plan and 2024 RN Practice Analysis Identification of benchmarks for measurement of EPSLOs
May, 2025	Implementation Timeline May Workshop 5/21-22 – Review of SPE and Data	FSCC Curriculum Committee Approval – April 29, 2025 KSBN Education Committee Meeting – June

### **Curricular Framework**

The existing curricular framework was over 10 years old. It was the faculty's belief that it needed to be updated to reflect current issues and trends in nursing and nursing

education. Faculty provided input through feedback and focus questions responses. Results were compiled and thematically grouped. A draft of the mission, philosophy and concept model was provided. Following faculty additions and changes, the new conceptual framework was approved on February 27<sup>th</sup>, 2025. Comparisons of the Colleges Mission and the Proposed new Nursing Mission is seen in the table below. The proposed Philosophy and Concept Model can be found in Appendices B, C, and D.

College Mission	Nursing Program Proposed Mission
Fort Scott Community College is an institution of higher learning with a long history of culture and diversity that provides affordable academic, technical, and occupational programs to meet student needs while fostering a mutually supportive relationship between the college and its communities.	The Fort Scott Community College Nursing Program is committed to the college's mission regarding teaching, scholarship, and community service. The nursing faculty foster an open and caring learning environment of collaboration with students as active learners. Faculty prepare students to assume the role of the nurse founded on professional standards and accountability in an increasingly complex healthcare system. Graduates are prepared to enter the workforce exercising sound clinical judgment in the delivery of compassionate, evidence- based, and culturally competent care to diverse global populations.
College Vision	
FSCC's vision for the future is to support "Students First, Community Always" through a central focus on teaching and learning; advancing strong, innovative programs and departments; maximizing and leveraging opportunities; initiating efficient and effective processes; and <b>developing the</b> <b>region's workforce.</b>	

### Table 2: Comparison of College and Nursing Missions

### **Proposed Changes**

1. New nursing program mission, philosophy and conceptual framework were developed by the faculty (Appendices A, B, C and D). The existing framework was over 10 years old. It was faculty belief that it needed to be updated in a

manner more meaningful to faculty and students and in line with current nursing and educational trends.

- 2. Nursing courses were re-leveled to create a more solid foundation and to provide a simple to complex progression of learning. The new curriculum introduces Basic Medical-Surgical Nursing earlier and distributes Medical-Surgical content over three semesters, rather than two. This restructuring allows students to build foundational knowledge and clinical reasoning progressively, improving retention and performance in higher-acuity content areas. The revised Plan of Study for Generic and LPN students can be found in Appendices E and F.
- 3. The total credit hours of nursing and non-nursing hours will not change. The Didactic credit hours went from 32.5 to 32 in the new curriculum. Clinical credit hours went from 8.5 to 9 in the new curriculum. A summary comparison of the changes in clinical and clock hours can be seen in Appendix G.
- New Course Descriptions and Learning Outcomes were developed to better align with the KBOR ADN Alignment outcomes, program leveling and the program EPSLOs (Appendix H).
- 5. Course concepts/content will be leveled to align with curriculum leveling (See Syllabi Appendix H).
- 6. A Transition to Nursing Practice 1 credit hour course will be added to fourth semester.
- 7. Hybrid status for NSG2542 Nursing Leadership and Management.

### **Resources:**

The program will move from a twice a year admission to once a year in the fall. The program is also hiring additional faculty. This should alleviate the faculty shortage the program is currently experiencing. Classrooms, laboratories (Skills/Simulation), and technology resources will remain adequate for these changes. Current clinical resources/contracts will support these changes.

### **Appendix A: Nursing Mission**

Current Program Mission	Proposed Program Mission
The nursing faculty is committed to Fort	The Fort Scott Community College
Scott Community College's mission	Nursing Program is committed to the

regarding teaching, scholarship, and community service. This Nursing Department fosters an open, caring community of learners who are challenged to assume responsibility and preparation in caring for a diverse population in a global environment.	college's mission regarding teaching, scholarship, and community service. The nursing faculty foster an open and caring learning environment of collaboration with students as active learners. Faculty prepare students to assume the role of the nurse founded on professional standards and accountability in an increasingly complex healthcare system. Graduates are prepared to enter the workforce exercising sound clinical judgment in the delivery of compassionate, evidence-based, and culturally competent care to diverse global populations.
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### Appendix B: Nursing Philosophy

Current Program Philosophy	Proposed Program Philosophy
The philosophy of the nursing program is congruent with the Fort Scott Community College mission	Nursing as a Practice Discipline

statement through the provision of high-quality nursing education that meets the needs of our students and communities. Students are prepared to assume responsibility for providing nursing care across the life span for a diverse society within a global environment.

The nursing curriculum is influenced by the four concepts within the metaparadigm of nursing: person, health, nursing, and environment (Alligood and Tomey, 2006). The person is unique and adaptable, possessing physiological, psychological, sociocultural, and spiritual dimensions. The individual interacts with the environment, is an active collaborator in healthcare, and is responsible for personal life decisions affecting health. Health is a dynamic state in which the individual demonstrates a state of balance. It is influenced by personal values, societal norms, and knowledge. Optimal health implies the achievement of the highest level of wellness throughout the life span. Nursing is a healing art and an applied science. Nursing assists individuals, families, groups, and communities to achieve or maintain health. A nurse is both a provider and a coordinator of care, acting as manager, decision-maker, change agent, advocate, and collaborator. Through the application of theory and research, professional standards, critical thinking, and professional judgment the nurse aspires to promote the profession of nursing and its contribution to society. The person, health, and nursing all interact within the limitless external and internal environments in a holistic context. Holistic care includes physical, social, cultural, and spiritual conditions and interrelations with individuals, families, groups, and communities, which differ for everyone.

The nursing faculty believes that students must be prepared with the competencies necessary to continuously improve the quality and safety of the healthcare systems in which they will work. To this end, the nursing program has adopted the Quality and Safety Education for Nurses (QSEN) competencies as an organizational framework. The competencies include patient-centered care, teamwork and collaboration, evidenced-based practice, quality improvement, safety, and Nursing is a practice discipline grounded in the behavioral, physical and social sciences. Nursing delivers client centered care for culturally diverse populations across the lifespan in a wide range of settings promoting wellness and health restoration. Nurses provide evidenced based care through the nursing process, sound clinical judgment, informatics and interprofessional collaboration to support safe client outcomes. The development of professional identity in nursing is rooted in accountability, a strong ethical/legal framework, and respect for human dignity. The Nursing Education Environment

Nursing education occurs within an open, respectful, and collaborative environment which encourages academic inquiry and scholarship. Learning in nursing is a process involving student-teacher partnerships founded on mutual trust and respect in an environment of civility, fairness, and integrity. The program provides a wide range of student experiences fostering the development of critical thinking/clinical judgment preparing graduates to provide care in a dynamic and complex healthcare system. The Faculty Nursing faculty are committed

Nursing faculty are committed to student learning evidenced by ongoing development of informatics. Demonstration of achievement is measured by knowledge, skills, and attitudes (KSAs) for each competency (Cronenwett, et al, 2007). The associate degree nurse demonstrates these competencies within the three roles defined by the National League for Nursing (NLN): provider of care, manager of care, and member within the discipline of nursing. **Patient-centered care:** Recognize the patient or designee is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

- **Teamwork and collaboration:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Evidenced-based practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
- Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Learning is an ongoing process of growth that provides opportunities for self-direction and critical thinking and progresses from simple to complex. Critical thinking is the ability to reason and analyze multiple factors. It includes the integration of past experiences to reach a conclusion or act in a specific situation. It reflects an attitude of inquiry and the coordination of concrete and abstract data. Learning is a cooperative process involving active participation by the student who assumes primary responsibility for self-development with guidance and direction from the faculty. While responsibility for learning remains with the learner, the faculty recognizes that students enter the program with current knowledge and teaching expertise. Faculty utilize a wide variety of innovative learning strategies designed to engage diverse learners in both the clinical and didactic settings. The faculty roles are both that of supportive facilitator of learning and role model of professional practice. Faculty are dedicated to student success, promoting scholarship and service to the community. A spirit of faculty collaboration promotes and supports student success and contributes to the achievement of program outcomes.

### Student as Learner

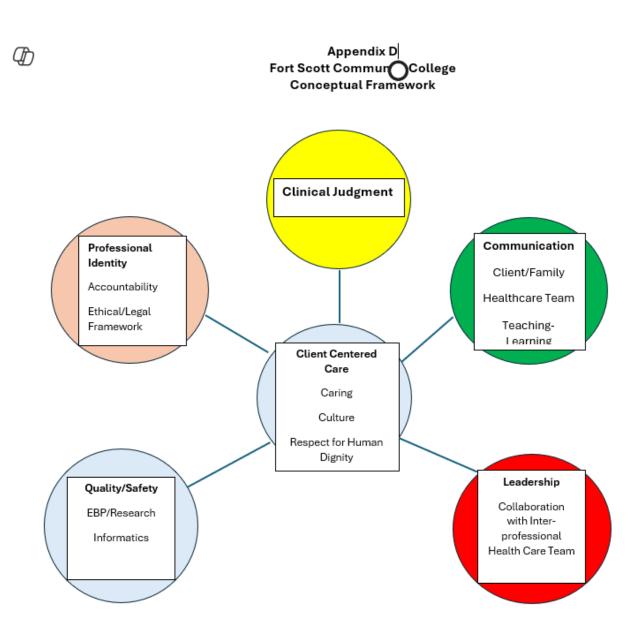
Student commitment and engagement within the academic environment is required to be successful in the nursing education process and create a foundation for further education. The student is accountable for active participation and consistent preparation in the learning process facilitating the transfer of knowledge and skills to the clinical setting. Meaningful collaboration and timely communication with faculty is essential for student success and transition to nursing.

diverse backgrounds, responsibilities, and prior	
experiences. The faculty creates an environment	
where these diverse perspectives are given voice.	

APPENDIX C Crosswalk of Proposed Philosophy With FSCC Mission & Core Values

Concept	Proposed Program Philosophy Statement	FSCC	FSCC Core
		Mission	Values
Nursing as a	Nursing is a practice discipline grounded in the	History of	Diversity and
Practice	behavioral, physical and social sciences. Nursing	culture and	Inclusion
Discipline	delivers client centered care for culturally diverse	diversity	
	populations across the lifespan in a wide range of		Integrity and
	settings promoting wellness and health restoration.		Respect
	Nurses provide evidenced based care through the		

	nursing process, sound clinical judgment, informatics and interprofessional collaboration to support safe client outcomes. The development of professional identity in nursing is rooted in accountability, a strong ethical/legal framework, and respect for human dignity.		
The Nursing Education Environment	Nursing education occurs within an open, respectful, and collaborative environment which encourages academic inquiry and scholarship. Learning in nursing is a process involving student-teacher partnerships founded on mutual trust and respect in an environment of civility, fairness, and integrity. The program provides a wide range of student experiences fostering the development of critical thinking/clinical judgment preparing graduates to provide care in a dynamic and complex healthcare system.	History of culture and diversity Mutually supportive relationship between the college and its communities.	Safe Supportive Environment Integrity and Respect Stewardship
Students as Learners	Student commitment and engagement within the academic environment is required to be successful in the nursing education process and create a foundation for further education. The student is accountable for active participation and consistent preparation in the learning process facilitating the transfer of knowledge and skills to the clinical setting. Meaningful collaboration and timely communication with faculty is essential for student success and transition to nursing.	Personal success and growth	Personal Success and Growth
The Faculty	Nursing faculty are committed to student learning evidenced by ongoing development of current knowledge and teaching expertise. Faculty utilize a wide variety of innovative learning strategies designed to engage diverse learners in both the clinical and didactic settings. The faculty roles are both that of supportive facilitator of learning and role model of professional practice. Faculty are dedicated to student success, promoting scholarship and service to the community. A spirit of faculty collaboration promotes and supports student success and contributes to the achievement of program outcomes.	Leadership Student - Centered Focus Service & Collegiality Unwavering Integrity	



First Nursing Semester: NUR1217 Foundations of Nursing Care		7 credit hours
Didactic – 5 credit hours Clinical – 2 credit hours (2 X 3 x 15= NUR1213 Health Assessment <i>PSY 1023 –Psychology of the Human L</i> ALH2263 Pathophysiology <b>Total</b>	90 clock hours)	3 credit hours 3 credit hours <u>3 credit Hours</u> <b>16 credit hours</b>
Second Nursing Semester: NUR1223 Mental Health Nursing Didactic – 2.5 credit hours		3 credit hours
Clinical – 0.5 credit hours (0.5 x 3 x NUR1253 Nursing Pharmacology (Forr NUR1226 Basic Medical Surgical Nurs Didactic 4.5 credit hours Clinical 1.5 credit hours (1.5 x 3 x 4	nat – Face to Face) ing	3 credit hours 6 credit hours
Total		12 credit hours
<b>Third Nursing Semester:</b> NUR2323 Nursing Care of the Child hours Didactic – 2.5 credit hours		3 credit
Clinical – 0.5 credit hours ( 0.5 x 3 : NUR2312 Maternal Newborn Nursing Didactic –1.5 credit hours		2 credit hours
Clinical – 0.5 credit hours (0.5 x 3 x NUR2335 Acute and Chronic Medical S Didactic – 3.5 credit hours	Surgical Nursing	5 credit hours
Clinical – 1.5 credit hours (1.5 x 3 x BIO1245 Microbiology <b>Total</b>	( 15 = 67.5 Clock hours)	5 credit hours 15 credit hours
Fourth Nursing Semester: NUR2515 Complex Medical Surgical Nu Didactic –3.5 credit hours (60)	-	5 credit hours
Clinical – 1.5 credit hours (1.5 x 3 x ENG1023 or SPE1093 – English102 or NUR2542 Nursing Leadership and Man NUR2531 Capstone Clinical Experience NUR2541 Transition to Nursing Practice	Public Speaking agement (Hybrid) e	3 credit hours 2 credit hours 1 credit hour <u>1</u>
<u>credit hour</u> Total		12 credit hours
General Education = 31 Credit Hours	Nursing = 41 Credit Hours	s Total = 72

### LPN Student Plan of Study

First Nursing Semester:* NUR1213 Health Assessment PSY1023 Psychology of the Human Lifespan ALH2263 Pathophysiology Total	3 credit hours 3 credit hours <u>3 credit Hours</u> <b>16 credit hours</b>
Second Nursing Semester: NUR1223 Mental Health Nursing Didactic – 2.5 credit hours	3 credit hours
Clinical – 0.5 credit hours (0.5 x 3 x 15 =22.5 clock hours) NUR1253 Nursing Pharmacology (Format – Face to Face) NUR1226 Basic Medical Surgical Nursing Didactic 4.5 credit hours Clinical 1.5 credit hours (1.5 x 3 x 15 = 67.5 Clock hours)	3 credit hours 6 credit hours
Total	12 credit hours
Third Nursing Semester: NUR2323 Nursing Care of the Child hours Didactic – 2.5 credit hours	3 credit
Clinical – 0.5 credit hours ( 0.5 x 3 x 15 = 22.5 clock hours) NUR2312 Maternal Newborn Nursing Didactic –1.5 credit hours	2 credit hours
Clinical – 0.5 credit hours (0.5 x 3 x 15 = 22.5 clock hours) NUR2335 Acute and Chronic Medical Surgical Nursing Didactic – 3.5 credit hours	5 credit hours
Clinical – 1.5 credit hours (1.5 x 3 x 15 = 67.5 Clock hours) BIO1245 – Microbiology Total	5 credit hours 15 credit hours
Fourth Nursing Semester: NUR2515 Complex Medical Surgical Nursing Didactic –3.5 credit hours (60) Clinical – 1.5 credit hours (1.5 x 3 x 15 =67.5 clock hours)	5 credit hours
ENG1023 or SPE1093 – English102 or Public Speaking NUR2542 Nursing Leadership and Management (Hybrid)	3 credit hours 2 credit hours
NUR2531 Capstone Clinical Experience NUR2541 Transition to Nursing Practice	1 credit hour <u>1</u>
<u>credit hour</u> Total	⊥ 12 credit hours
General Education = 31 Credit Hours Nursing = 41 Credit Hour	s Total = 72

\*Seven credit hours will be applied to the student's transcript for Foundations of Nursing

following successful completion of the program.

Appendix G Comparison of Current and Proposed Curriculum Credit Hours and Clock Hours for Didactic and Clinical

Current Curriculum Proposed Curriculum
--

Course	Credit Hrs	Clock Hrs	Course	Credit Hrs	Clock Hrs	
		Firs	t Semester	-		
Fundamentals of Pt Ctr Care	(8)		Foundations of Nsg	(7)		
Didactic	6	90	Didactic	5	75	
Clinical	2	90	Clinical	2	90	
Health Assessment	3	45	Health Assessment	3	45	
Dev Psych (3)	3		Dev Psych	3		
			Pathophysiology	3	45	
Total Credit Hrs	14			16		
Nsg Didactic	9	135		8	165	
Nsg Clinical	2	90		2	90	
		Seco	nd Semester	-	-	
Pediatric Pt Ctr Care	(3)		Basic Med Surg Nsg	(6)		
Didactic	2.5	37.5	Didactic	4.5	67.5	
Clinical	0.5	22.5	Clinical	1.5	67.5	
Childbearing Family Ctr Pt Care	(2)					
Didactic	1.5	22.5				
Clinical	0.5	22.5				
Mental Health	(3)		Mental Health Nsg	(3)		
Didactic	2.5	37.5	Didactic	2.5	37.5	
Clinical	0.5	22.5	Clinical	0.5	22.5	
Pharmacology for Nurses	3	45	Nursing Pharmacology	3	45	
Pathophysiology	3	45				
Total Credit Hrs	14			12		
Nsg Didactic	9.5	187		10	150	
Nsg Clinical	1.5	67.5		2	90	

Current Curriculum	Proposed Curriculum			
Third Semester				

Basic Med Surg Nsg	(8)		Acute & Chronic Med Surg Nsg	(5)		
Didactic	6	90	Didactic	3.5	52.5	
Clinical	2	90	Clinical	1.5	67.5	
			Care of the Child	(3)		
			Didactic	2.5	37.5	
			Clinical	0.5	22.5	
			Maternal NB	(2)		
			Didactic	1.5	22.5	
			Clinical	0.5	22.5	
Microbiology (5)	5		Microbiology (5)	5		
Total Credit Hrs	13			15		
Nsg Didactic	6	90		7.5	112.5	
Nsg Clinical	2	90		2.5	112.5	
		Fo	urth Semester		-	_
Acute and Complex Med Surg	(8)		Complex Med Surg Nsg	(5)		
Didactic	6	90	Didactic	3.5	52.5	
Clinical	2	90	Clinical	1.5	67.5	
Leadership & Management	2	30	Nursing Leadership and Management	2	30	
Capstone Clinical Immersion	1	45	Capstone Clinical Immersion	1	45	
			Transition to Nsg Practice	1	15	
English 2	3		English 2	3		
Total Credit Hrs	14			12		
Didactic	8	120		6.5	97.5	
Clinical	3	135		2.5	112.5	

### Total NURSING Credit Hours/Clock Hours

	Credit	Didactic	Clinical Credit	Didactic	Clinical	
	Hrs	Credit	Hrs	Clock	Clock	
		Hrs		Hrs	Hrs	
Current Curr	41	32.5	8.5	532	382.5	
Proposed	41	32	9	525	405	
Curr						

Appendix H Syllabi Face Sheets

Fort Scott Community College Course Syllabus

### Spring 2025

### COURSE NUMBER: NUR1217

### COURSE TITLE: Foundations of Nursing

SEMESTER CREDIT HOURS: Seven (7) credit hours Didactic – 5 credit Hours (5 hrs/wk x 15 weeks = 75 clock hours) Clinical – 2 credit hours (2hrs/wk x 3\* x 15 weeks = 90 clock hours) Observation Hours – 0 Simulation Hours – \*Clinical Hours are a 3 clock hr:1 credit hr ratio

### **DEPARTMENT:** Nursing

**DIVISION:** Academics

### **INSTRUCTOR:**

**PREREQUISITES:** Students must be admitted to the nursing program at FSCC and must have completed the following courses with a grade of "C" or better: Anatomy and Physiology, General Psychology, English 101, College Algebra or Applied Math for Nursing, and Nutrition.

**CO-REQUISITES:** Student must be concurrently enrolled in NUR1213 Health Assessment and and ALH 2263 Pathophysiology. Enrollment in Psychology of the Human Lifespan is required unless completed previously with a grade of at least a "C". LPNs are required to take NUR1213 Health Assessment but not NUR1217 Foundations of Nursing Care.

### **COURSE DESCRIPTION:**

NUR1217 Foundations of Nursing Care (7 credit hours). This course focuses upon basic concepts for the promotion of physical and psychosocial health in the areas of mobility, sensory alterations, safety, infection control, wound care, hygiene, sleep, nutrition, elimination, growth and development, pain control, stress and coping, grief and loss, sexuality and medication administration. Introduction to the nursing process and clinical judgment is made and integrated into client care planning and delivery. Students will simulate skills in the laboratory and have the opportunity to apply classroom theoretical concepts and deliver safe client care to adults in both long-term and acute care settings

### COURSE STUDENT LEARNING OUTCOMES:

### Didactic

- 1. Demonstrate caring behaviors in practicing the art and science of nursing with clients with basic health alterations.)
- 2. Describe professional standards and scope of practice within legal, ethical, and regulatory frame works.
- 3. Work with clients with basic health alterations and members of the inter-professional health care team to optimize client outcomes.
- 4. Generate safe and effective beginning clinical judgements with faculty support guided by the nursing process, clinical reasoning, and evidence-based practice.
- 5. Apply beginning leadership skills in the management of nursing care to meet basic client needs using available resources and current technology.
- 6. Identify teaching and learning processes to promote and maintain health and reduce risks for clients with basic health care deficits.

7. Demonstrate therapeutic communication in caring for clients with basic health care needs and interacting with other healthcare team members.

### **Course Clinical Student Learning Outcomes**

- 1. Demonstrate caring behaviors in practicing the art and science of nursing with clients with basic health alterations.)
- 2. Deliver nursing care within professional standards and scope of practice and legal, ethical, and regulatory frame works.
- 3. Work with clients with basic health alterations and members of the inter-professional health care team to optimize client outcomes.
- 4. Generate safe and effective beginning clinical judgements with faculty support guided by the nursing process, clinical reasoning, and evidence-based practice.
- 5. Apply beginning leadership skills in the management of nursing care to meet basic client needs using available resources and current technology.
- 6. Identify teaching and learning processes to promote and maintain health and reduce risks for clients with basic health care deficits.
- 7. Demonstrate therapeutic communication in caring for clients with basic health care needs and interacting with other healthcare team members.

### **REQUIRED TEXT(S):**

- 1. Potter, P., Perry, A., Stockert, P., & Hall, A. (2023). Fundamentals of Nursing. 11th Edition. Elsevier. ISBN: 978-0-323-81034-0.
- 2. Hagler, D. & Harding, M. (2022). Conceptual Nursing Care Planning. Elsevier. ISBN 9780323760171.
- 3. Silvestri, L. & Silvestri, A. (2023). Saunders Comprehensive Review for the Examination. 9th Edition. Elsevier. ISBN: 978-0-323-79530-2

### FOUNDATIONS OF NURSING CONTENT OUTLINE

- I. Professional Nursing
- II. Caring in Nursing Practice
- III. Legal Principles in Nursing
- IV. Ethics
- V. Medication Administration
- VI. Pain Management
- VII. Fluid and Electrolytes
- VIII. Skin Integrity and Wound Care
- IX. Infection Prevention and Control
- X. Hygiene
- XI. Urinary Elimination
- XII. Bowel Elimination
- XIII. Oxygenation
- XIV. Acid-Base Balance
- XV. Nursing Process
- XVI. Evidence-Based Practice
- XVII. Critical Thinking
- XVIII. Caring in Nursing Practice
- XIX. Activity and Exercise
- XX. Safety
- XXI. Immobility
- XXII. Surgical Patient
- XXIII. Health and Wellness
- XXIV. Community-Based Nursing Practice
- XXV. The Health Care Delivery System
- XXVI. Managing Patient Care

- XXVII. Communication
- XXVIII. Patient Education
- XXIX. Informatics and Documentation
- XXX. Cultural Competence
- XXXI. Sleep
- XXXII. Sensory Alterations
- XXXIII. Nutrition
- XXXIV. Stress
- XXXV. Grief and Loss

### FORT SCOTT COMMUNITY COLLEGE COURSE SYLLABUS Fall 2025

### COURSE NUMBER: NUR1213

**COURSE TITLE:** Health Assessment

### **CREDIT HOURS: 3**

Didactic Credit Hrs 2.5 (Clock Hours 2.5 hours x 15 weeks – 37.5 hours clock hours) Laboratory Credit Hrs 0.5 (Clock Hours 0.5 hours x 3 x 15 weeks – 22.5 hours clock hours)

**DEPARTMENT**: Nursing

**DIVISION:** Academics

**INSTRUCTOR**:

### **CONTACT INFORMATION:**

CLASS HOURS: Wednesdays – 1300-1600

**PREREQUISITES:** Students must be admitted to the nursing program at FSCC and must have completed the following courses with a grade of "C" or better: Anatomy and Physiology, General Psychology, English 101, College Algebra or Applied Math for Nursing, and Nutrition.

**CO-REQUISITES:** Student must be concurrently enrolled in NUR1217 Foundations of Nursing, and ALH 2263 Pathophysiology. Enrollment in Psychology of the Human Lifespan is required unless completed previously with a grade of at least a "C". LPNs are required to take NUR1213 Health Assessment but not NUR1217 Foundations of Nursing Care.

### COURSE DESCRIPTION:

NUR1213 Health Assessment (3 credit hours). This course provides the framework for preparing students to perform comprehensive health assessments on **adult** clients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks and health promotion teaching. Laboratory experiences provide the student an opportunity to practice assessment skills on adult clients across the lifespan in a variety of settings. A comprehensive head to toe assessment must be successfully performed at the completion of the course.

### COURSE STUDENT LEARNING OUTCOMES

1. Demonstrate caring behaviors in performing comprehensive health assessments and incorporating cultural/spiritual aspects for those with basic health care needs.

2. Describe professional standards and scope of practice within legal and ethical frameworks in the completion of patient histories and comprehensive health assessments.

3. Generate safe and effective beginning clinical judgements with faculty support guided by the nursing process, clinical reasoning, and evidence-based practice.

4. Identify teaching and learning processes to promote and maintain health and reduce risks for clients with basic health care needs.

5. Demonstrate therapeutic communication in caring for patients with basic health care needs and interacting with other healthcare team members.

### TEXTBOOK AND REQUIRED TOOLS OR SUPPLIES:

**1.** Jarvis, C. & Eckhardt, A. (2024). Physical Examination and Health Assessment. 9<sup>th</sup> Edition. Elsevier. ISBN: 978-323-80984-9.

### HEALTH ASSESSMENT CONTENT OUTLINE

- I. Interviewing and History
  - a. The Interview
  - b. Complete Health History
  - c. Mental Assessment
  - d. Nutrition Assessment
  - e. Cultural Assessment
- II. Assessment Techniques and Equipment
- III. General Measurements
  - a. Pain Assessment
  - b. Vital Signs
- IV. Physical Examination
  - a. Skin, Hair and Nails
  - b. Head, Face, Neck and Regional Lymphatics
  - c. Eyes
  - d. Ears
  - e. Nose, Mouth and Throat
  - f. Breast, Axillae and Regional Lymphatics
  - g. Thorax and Lungs
  - h. Heart and Neck
  - i. Peripheral Vascular System and Lymphatic System
  - j. Abdomen
  - k. Musculoskeletal System
  - I. Neurological System
  - m. Male Genitourinary System
  - n. Anus, Rectum and Prostate assessment
  - o. Female Genitourinary System
  - p. Functional Assessment of the Older Adult
- V. Complete Head to Toe Assessment of the Adult

### FORT SCOTT COMMUNITY COLLEGE COURSE SYLLABUS

### **FALL 2025**

COURSE NUMBER: ALH 2263-000-242S

**COURSE TITLE:** Pathophysiology

**CREDIT HOURS**: 3 credit hours (3 credit hours/wk x 15 weeks = 45 clock hours)

CLASS DAY/TIME: Mondays 1300 - 1600

**DEPARTMENT**: Allied Health; Nursing

**DIVISION:** Academics

### **INSTRUCTOR:**

**BLACKBOARD ADDRESS:** https://fsblackboard.fortscott.edu/ Go to the FSCC website. Click on Student Portal at the top. Click on Blackboard login in right column.

**PREREQUISITES(S):** Students must have satisfactorily completed the following courses: Anatomy & Physiology

**COURSE DESCRIPTION:** This course will augment the knowledge of nurses and student nurses regarding pathophysiological aspects of nursing, resulting in a greater understanding of human disease processes.

### **COURSE OUTCOMES AND COMPETENCIES:**

- 1. Apply principles of normal anatomy and physiology of human body systems to the pathophysiologic processes of common health problems
- 2. Identify concepts, principles, and responses related to pathophysiologic processes that result in disease
- 3. Discuss clinical manifestations of different disease processes and health issues

### TEXTBOOKS AND REQUIRED TOOLS OR SUPPLIES:

1. Rogers, Julia. McCance & Huether's Pathophysiology. (2022). Understanding Pathophysiology. (9<sup>th</sup> ed.) Elsevier, Inc. ISBN: 978-0323789875

### PATHOPHYSIOLOGY CONTENT OUTLINE

- I. Cell and Body issue Physiology
- II. Homeostasis
- III. Cancer
- IV. Inflammation, Immune Response and Immunology
- V. Shock
- VI. Nervous System and Associated Disorders
- VII. Cardiac and Associated Disorder
- VIII. Blood and Associated Disorders
- IX. Vascular System and Associated Disorders
- X. Respiratory and Associated Disorders
- XI. Gastrointestinal and Associated Disorders

- XII. Renal and Associated Disorders
- XIII. Endocrine and Associated Disorders
- XIV. Reproductive and Associated Disorders
- XV. Musculoskeletal and Associated Disorder
- XVI. Skin Disorders
- XVII. Fluid and Electrolyte Balance and Associated Disorders
- XVIII. Ear, Nose, Throat, and Eye Disorders
- XIX. Nutrition Disorders
- XX. Pain and Pain Management

### FORT SCOTT COMMUNITY COLLEGE DEPARTMENT OF NURSING

#### COURSE NUMBER: NURS1223

**COURSE TITLE**: Mental Health Nursing

#### **SEMESTER CREDIT HOURS**: 3 credit hours

Didactic: 2.5 credit hours - (2.5 clock hours/week x 15 weeks = 37.5 clock hours) Clinical: 0.5 credit hours (0.5 clock hours/week x 3 = 22.5 clock hours) Clinical site: 21 clock hours Observational Experiences – 0 Simulation - 0 Skills lab: 1.5 clock hour

CLASS TIME: Wednesdays 1100 - 1330

**DEPARTMENT**: Nursing

### **INSTRUCTOR**:

**PREREQUISITES:** NSG 1217 Foundations of Nursing (excluding LPNs), NSG1213 Health Assessment, ALH2263 Pathophysiology, PSY1023 Psychology of the Human Lifespan

COREQUISITE: NUR1226, NUR1253

### **COURSE DESCRIPTION**

NUR1223 Mental Health Nursing (3 credit hours). This course is designed to incorporate the scope and standards of psychiatric mental health nursing practice as determined by the American Nurses Association. Mental health nursing care concepts are integrated through team-work, collaboration and safety in a holistic approach utilizing evidenced-based practice throughout the lifespan. Students will develop the skills necessary to apply clinical reasoning for a wide range of mental health conditions. Emphasis is placed on the biopsychosocial model of care including treatment modalities. Historical aspects of mental health will emphasize the advancement in mental health care.

### MENTAL HEALTH NURSING STUDENT COURSE LEARNING OUTCOMES Didactic

1. Demonstrate caring behaviors in delivering client centered nursing care to clients with mental health deficits.

- 2. Deliver nursing care to clients with mental health deficits adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for clients with mental health disorders through collaboration with members of the inter-professional health care team.
- 4. Develop safe and effective beginning clinical judgements guided by faculty and utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize beginning leadership skills in the management of care for clients with mental health disorders using available resources and current technology.
- 6. Provide patient/family education to promote wellness and reduce health risks for clients with mental health disorders.
- 7. Utilize therapeutic communication in caring for clients with mental health disorders.

### Clinical

- 1. Demonstrate caring behaviors in delivering client centered nursing care to clients with mental health deficits.
- 2. Deliver nursing care to clients with mental health deficits adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for clients with mental health disorders through collaboration with members of the inter-professional health care team.
- 4. Develop safe and effective beginning clinical judgements guided by faculty and utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize beginning leadership skills in the management of care for clients with mental health disorders using available resources and current technology.
- 6. Provide patient/family education to promote wellness and reduce health risks for clients with mental health disorders.
- 7. Utilize therapeutic communication in caring for clients with mental health disorders.

### **REQUIRED TEXTBOOKS/MATERIALS:**

- Evolve 360 Package: Maternal-Child Nursing (6<sup>th</sup> edition)
  - ISBN: 978-0-323-69788-0
- I. Psychiatric Theory and Practice Perspectives
  - a. Theories and Therapies
  - b. Mental Illness and Treatment Settings
  - c. Legal and Ethical Issues
- II. Foundations of Mental Health Nursing
  - a. Diagnostic and Statistical Manual of Mental Disorders (DSM5)
  - b. Standards of Care and the Nursing process
  - c. Therapeutic Communication and Relationships
  - d. Stress Response and Stress Management
- III. Psychopharmacology and Nonpharmacological Treatment
  - a. Antidepressants
  - b. Antianxiety/Anxiolytic Meds
  - c. Mood Stabilizers
  - d. Antipsychotic Drugs
- IV. Anxiety, Anxiety Disorders, Obsessive Compulsive Disorders
- V. Somatic System Disorders
- VI. Personality Disorders
- VII. Neurocognitive Disorders

- a. Dementia
- b. Delirium
- VIII. Substance Related and Addictive Disorders
- IX. Anger, Aggression and Violence
- X. Childhood and Neurodevelopmental Disorders
  - a. Oppositional Defiant
  - b. Conduct Disorder
- XI. Schizophrenia Spectrum Disorders
- XII. Bipolar and Related Disorders
- XIII. Depressive Disorders
- XIV. Suicidal Thoughts and Behaviors
- XV. Eating and Feeding Disorders
- XVI. Gender Dysphoria and Sexual Disorders

#### Ft. Scott Community College Course Syllabus

COURSE NUMBER:	NUR1226					
COURSE TITLE:	Basic Medical Surgical Nursing					
SEMESTER CREDIT HOURS	6 credit hours					
	Didactic $-4.5$ credit hrs (4.5 x 15 wks = 67.5 clock hrs)					
	Clinical 1.5 credit hours (1.5 x 3 x 15 = 67.5 clock hrs)					
	Simulation: 8 Hours					
	Observation: 0 Hours					

**DEPARTMENT:** 

Nursing

Academics

**DIVISION:** 

INSTRUCTOR:

**CLASS HOURS:** 

**PREREQUISITES:** NSG1217 Foundations of Nursing (excluding LPNs), NSG1213 Health Assessment, ALH 2263 Pathophysiology, PSY1023 Psychology of the Human Lifespan

#### COREQUISITE: NUR1223, NUR1253

**COURSE DESCRIPTION:** NSG1226 Basic Medical Surgical Nursing – 6 credit hours. This course focuses on the care of the adult client with basic medical surgical health deficits. Theory focuses on basic medical surgical deficits, perioperative experiences and restorative interventions for the following body systems: sensory, respiratory, cardiovascular, gastrointestinal, endocrine, renal, immune, musculoskeletal and neurologic. Pharmacologic applications are integrated across all content. Concepts of nursing practice focus on collaborative interdisciplinary team care and communication that promotes safe client outcomes. Through utilization of the nursing process, critical thinking, clinical reasoning, and evidence-based practice students will develop clinical judgments assisted by faculty when

needed. Beginning leadership skills, technology resources, adherence to professional standards and legal ethical frameworks and client/family education support client centered care.

## COURSE OUTCOMES:

#### Didactic

- 1. Demonstrate caring behaviors in delivering client centered nursing care to adults with common Medical/Surgical conditions.
- 2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks in delivering patient centered nursing care to adults with common Medical/Surgical conditions.
- 3. Work with adults with common medical surgical conditions and members of the interprofessional health care team to optimize client outcomes.
- 4. Develop safe and effective beginning clinical judgements guided by faculty and utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Provide patient/family education to promote wellness and reduce health risks for adult clients with common medical surgical conditions.
- 6. Utilize beginning leadership skills, resources and technology in the management of nursing care for clients with common medical/surgical conditions.
- 7. Utilize therapeutic communication in caring for adults with common Medical/Surgical conditions.

#### Clinical

- 1. Demonstrate caring behaviors in delivering client centered nursing care to adults with common Medical/Surgical conditions.
- 2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks in delivering patient centered nursing care to adults with common Medical/Surgical conditions.
- 3. Work with adults with common medical surgical conditions and members of the interprofessional health care team to optimize client outcomes.
- 4. Develop safe and effective beginning clinical judgements guided by faculty and utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Provide patient/family education to promote wellness and reduce health risks for adult clients with common medical surgical conditions.
- 6. Utilize beginning leadership skills, resources and technology in the management of nursing care for clients with common medical/surgical conditions.
- 7. Utilize therapeutic communication in caring for adults with common Medical/Surgical conditions.

## **REQUIRED TEXTBOOKS:**

Ignatavicius, D., Rebar, C., & Heimgartner, N. (2023), <u>Medical-Surgical Nursing: Concepts for</u> <u>Clinical Judgment and Collaborative Care</u>. 11<sup>th</sup> Edition. Evolve. ISBN: 978-0323878265

#### CONTENT OUTLINE:

- I. Introduction to Medical Surgical Nursing
  - a. Professional Role of the Nurse in Medical Surgical Nursing
  - b. Legal and Ethical Issues in Medical Surgical Nursing
  - c. Professional Nursing Concepts
    - i. Client Needs and Values
    - ii. Developmental Implications of Adulthood
    - iii. Environmental Safety/Isolation Techniques
- II. The Operative Setting
  - a. Types of Anesthesia

- b. Acute Pain Management/PCA/Capnography
- c. Care of the Preoperative/intraoperative/Postoperative client
- III. Care of the Client with Fluid and Electrolyte/Acid Base imbalance
  - a. Acid Base Imbalance
    - i. Primary Blood Gas Analysis
    - ii. Partially Compensated Blood Gases
  - b. Fluid Bolusing/Fluid Challenge
- IV. Care of the Client with Hematological/Immunity Disorders
  - a. Anemias
    - i. Iron Deficiency
    - ii. Pernicious Anemia
    - iii. Polycythemia Vera
  - b. Blood Transfusions
    - i. Blood Types
    - ii. Transfusion Reactions/Nursing Care
  - c. Principles of Basic Immunity
  - d. Principles of Cancer Development
    - i. Cellular Overview
      - ii. Treatment Modalities and Nursing Care
        - 1. Chemotherapy
        - 2. Radiation
        - 3. Radiation Implants
        - 4. Surgical Intervention
- V. Arthritis and Connective Tissue Disorders
  - i. Osteoarthritis
  - ii. Rheumatoid Arthritis
  - iii. Lupus Erythematosus
  - iv. Gout
  - v. Lyme Disease
  - vi. Fibromyalgia Syndrome
  - b. Autoimmune Disorders
- VI. Care of the Client With Musculoskeletal Disorders
  - a. Osteoporosis
  - b. Osteomyelitis
  - c. Disorders of the Hands and Feet
    - i. Carpal Tunnel
    - ii. Plantar Fasciitis
  - d. Cancer
    - i. Sarcomas
  - e. Musculoskeletal Trauma
    - i. Treatment Modalities
      - 1. Casting
      - 2. Traction (Skin/Skeletal)
    - ii. Limb Fractures
    - iii. Rotator Cuff Injuries
    - iv. Amputations
  - f. Joint Replacement

- i. Hip Replacement
- ii. Knee Replacement
- iii. Shoulder Replacement/Rotator Cuff Surgery
- iv. Lumbar Discectomy
  - 1. Nero Assessment following surgery
- v. Spinal Fusion
- g. Complication of Fractures
  - i. Compartment Syndrome
  - ii. Osteomyelitis
- VII. Care of the Client with Skin, Hair and Nail Disorders
  - a. Advanced Wound Care/Hyperbaric Treatment
  - b. Skin Disorders
    - i. Psoriasis
    - ii. Skin Cancer
  - c. Hair and Nail Disorders
- VIII. Care of the Client with Noninfectious/Infectious Respiratory Disorders
  - a. Upper Airway Disorders Noninfectious
    - i. Epistaxis
    - ii. Obstructive Sleep Apnea
  - b. Lower Airway Disorders
    - i. Asthma
    - ii. Chronic Obstructive Pulmonary Disease (COPD)
    - iii. Pulmonary Fibrosis
  - c. Upper Airway Infectious
    - i. Sinusitis
  - d. Lower Airway Infectious
    - i. Common Cold
    - ii. Influenza
    - iii. Pneumonia/Aspiration Pneumonia
    - iv. Histoplasmosis
  - e. Respiratory Therapies
    - i. High Flow Oxygen
    - ii. BiPap
    - iii. CPAP
  - f. Cancer

IX.

- i. Lung
- Care of the Client with Cardiovascular Disorders
- a. Care of the Client with Dysrhythmias
  - i. Electrical Therapies
    - 1. Cardioversion
    - 2. Defibrillation
  - ii. Cardiac Diagnostics
    - 1. EKG
    - 2. Troponin
    - 3. CK-MB
    - 4. Digoxin Level
  - iii. Sinus Rhythms Normal/Bradycardia/Tachycardia

- iv. Atrial Dysrhythmias
  - 1. PACs
  - 2. Atrial Flutter/Fibrillation
  - 3. Supraventricular Tachycardia
- b. Care of the client with Cardiac Disorders
  - i. Angina Pectoris
  - ii. Heart Failure
  - iii. Myocardial Infarction
- c. Care of the Client With Vascular Disorders
  - i. Hypertension
  - ii. Dyslipidemia
  - iii. Atherosclerosis/Arteriosclerosis
  - iv. Buergers Disease
  - v. Peripheral Arterial Disorders
  - vi. Peripheral Venous Disorders
    - 1. Venous Thromboembolism
    - 2. Venous Insufficiency
    - 3. Varicose Veins
- d. Care of the Client With Acute Coronary Syndromes
- X. Care of the Client With Nervous System Disorders
  - a. Brain Disorders
    - i. Migraines/Headaches
    - ii. Seizures/Epilepsy
- XI. Care of the Client With Sensory Disorders
  - a. Eye Disorders
    - i. Cataracts
    - ii. Glaucoma
  - b. Hearing Disorders
    - i. Tinnitus
    - ii. Meniere's Disease
    - iii. Acoustic Neuroma
    - iv. Hearing Loss
- XII. Care of the Client with Gastrointestinal Disorders
  - a. Oral Cavity Disorders
    - i. Stomatitis
  - b. Esophageal Disorders
    - i. Gastroesophageal Reflux Disease (GERD)
    - ii. Hiatal Hernia
    - iii. Esophageal Trauma
  - c. Stomach Disorders
    - i. Gastritis
    - ii. Peptic Ulcer Disease (PUD)
    - iii. Gastric Cancer
  - d. Noninflammatory Intestinal Disorders
    - i. Intestinal Obstruction
    - ii. Polyps
    - iii. Irritable Bowel Syndrome (IBS)

- iv. Hemorrhoids
- v. Malabsorption Syndrome
- e. Inflammatory Intestinal Disorders
  - i. Appendicitis
  - ii. Gastroenteritis
- f. Biliary Disorders
  - i. Cholecystitis
- g. Anal Disorders
  - i. Anorectal Abscess
  - ii. Anal Fissure/Fistula
- h. Nutritional Disorders
  - i. Undernutrition
  - ii. Obesity
    - 1. Comorbidities
    - 2. Bariatric Surgery Client Care
  - iii. Enteral Feedings
    - 1. Types of tubes
    - 2. Administration
    - 3. Complications
  - iv. Nasogastric Tubes
    - 1. Types of tubes
    - 2. Insertion
    - 3. Maintenance and Troubleshooting
  - v. Gastrointestinal Cancers
    - 1. Esophageal
    - 2. Stomach
    - 3. Small and Large Intestine
- XIII. Care of the Client With Endocrine Disorders
  - a. Disorders of the Pituitary Gland
    - i. Anterior Hypo and Hyperpituitarism
    - Posterior Syndrome of Inappropriate ADH (SIADH)/Diabetes Insipidus (DI)
  - b. Disorders of the Thyroid and Parathyroid
    - i. Hyperthyroid
    - ii. Hypothyroid
    - iii. Thyroid Cancer
  - c. Diabetes
    - i. Type 1
    - ii. Type 2
- XIV. Care of the Client with Renal/Urinary Disorders
  - a. Urinary Incontinence
  - b. Urethritis/Cystitis/Pyelonephritis
  - c. Bladder Cancer
  - d. Renal Function Studies/Diagnostics
- XV. Care of the Client With Reproductive Disorders
  - a. Male/Female Hormones
  - b. Breast Disorders Cancer

- c. Uterine/Ovarian Disorders
  - i. Endometriosis
  - ii. Polycystic Ovaries
  - iii. Cancer
- d. Male Reproductive Disorders
  - i. Testicular Cancer
  - ii. Benign Prostatic Hypertrophy
  - iii. Prostate Cancer
  - iv. Erectile Dysfunction
- e. Transgender Clients
  - i. Client Centered Terminology
  - ii. Transgender Health Issues
- f. Sexually Transmitted Infections
  - i. Gonorrhea
  - ii. Syphilis
  - iii. Chlamydia
  - iv. Trichomoniasis
  - v. Genital Herpes
  - vi. Human Papilloma Virus
  - vii. Pelvic Inflammatory Disease (PID)

#### FORT SCOTT COMMUNITY COLLEGE DEPARTMENT OF NURSING

COURSE NUMBER: NUR1253

COURSE TITLE: Nursing Pharmacology

**SEMESTER CREDIT HOURS:** 3 credit hours (3 credit hours/wk x 15 weeks = 45 clock hours)

CLASS TIME:

**DEPARTMENT:** Nursing

INSTRUCTOR:

**PREREQUISITES:** NSG1217 Foundations of Nursing (excluding LPNs), NSG1213 Health Assessment, ALH 2263 Pathophysiology, PSY1023 Psychology of the Human Lifespan

## COREQUISITE: NUR1226, NUR1223

**COURSE DESCRIPTION:** NUR1253 Nursing Pharmacology (3 hours). This course is designed to give the student an understanding of the pharmacological concepts of pharmacodynamics and pharmacokinetics. Drug classifications will be covered in terms of indications for use, actions, side effects, appropriate monitoring, and drug interactions. The role of interdisciplinary communication and collaboration, as well as client teaching, will be covered as it relates to client safety and quality outcomes.

## **COURSE STUDENT LEARNING OUTCOMES**

- 1. Identify the role of the professional nurse and scope of practice in administering medications.
- 2. Describe the legal and ethical principles related to medication administration.
- 3. Discuss best practices and the role of technology in the safe preparation and administration of medications.
- 4. Describe basic principles of pharmacology and major drug classifications used in current treatment of disease.
- 5. Recognize medication adverse reactions (potential and actual) and identify appropriate monitoring and intervention.
- 6. Provide client/family education related to medications to promote wellness and reduce health risks.
- 7. Discuss the role of communication with clients and the health care team in promoting safe outcomes related to medications.

#### **REQUIRED TEXTBOOKS/MATERIALS:**

1. Evolve Elsevier. Burchum & Rosenthal. Lehne's Pharmacology for Nursing Care (12th edition). (2024) ISBN: 978-0443107108

## COURSE CONTENT:

- I. Introduction to Pharmacology in Nursing
  - a. Pharmacological Principles
  - b. Lifespan ConsiderationNervous System
  - c. Cultural, Legal and Ethical Considerations in Pharmacology
  - d. Medication Errors: Preventing and Responding
  - e. Gene Therapy and Pharmacogenomics
- II. Drugs Affecting the Central System
  - a. Analgesics
  - b. General and Local Anesthetics
  - c. CNS Depressants and Muscle Relaxants
  - d. Antiepileptic Drugs
  - e. Antiparkinsonian Drugs
- III. Drugs Affecting the Autonomic Nervous System
  - a. Adrenergic Drugs
  - b. Adrenergic Blocking Drug
  - c. Cholinergic Drugs
  - d. Cholinergic Blocking Drugs
- IV. Drugs Affecting the Cardiovascular System
  - a. Antihypertensive Drugs
  - b. Antianginal Drugs

- c. Heart Failure Drugs
- d. Antidysrhythmic Drugs
- e. Coagulation Modifiers
- f. Antilipemic Drugs
- V. Drugs Affecting the Renal System
  - a. Diuretic Drugs
  - b. Fluids and Electrolytes
- VI. Drugs Affecting the Endocrine System
  - a. Pituitary Drugs
  - b. Thyroid and Antithyroid Drugs
  - c. Diabetes Drugs
  - d. Adrenal Drugs
- VII. Drugs Affecting the Reproductive System
  - a. Women's Health
    - i. Estrogens and Progestins
    - ii. Birth Control Drugs'
    - iii. Drug Therapy for Infertility
    - iv. Drugs that Affect Uterine Function
  - b. Men's Health
    - i. Androgens
    - ii. Drugs for Erectile Dysfunction and Benign Prostatic Hyperplasia
- VIII. Drugs Affecting the Respiratory System
  - a. Antihistamines/Decongestants/Antitussives/Mucolytics
  - b. Respiratory Drugs
  - Drugs for Bone and Joint Disorders
    - a. Drugs for Rheumatoid Arthritis
    - b. Drugs for Gout
    - c. Drugs Affecting Calcium and Bone Mineralization
- X. Anti-infective Drugs

IX.

XII.

- a. Antibiotics
- b. Antivirals
- c. Antifungal
- d. Antitubercular
- e. Antimalarial, Antiprotozoal, Anthelmintic Drugs
- XI. Drugs Affecting the Gastrointestinal System
  - a. Acid Controlling Drugs
  - b. Antiemetic and Antinausea Drugs
  - c. Bowel Disorder Drugs
  - d. Vitamins and Minerals
  - e. Anemia Drugs
  - f. Nutrition Supplements
  - Dermatological, Ophthalmic, and Otic Drugs
- XIII. Chemotherapeutic and Immune Modifiers
  - a. Antineoplastic Drugs
  - b. Biological Response Modifying Drugs
  - c. Immunosuppressant Drugs
  - d. Immunizing Drugs

## DEPARTMENT OF NURSING

COURSE TITLE: Maternal Newborn Nursing

#### COURSE NUMBER: NUR2312

#### SEMESTER CREDIT HOURS: 2 credit hours

Didactic: 1.5 credit hours (1.5 credit hours/week x 15 weeks = 22.5 clock hours) Clinical: 0.5 credit hours (0.5 credit hours x 3 = 1.5 clock hours x 15 weeks = 22.5 clock hours) Clinical site - 14.5 clock hours Simulation – 6 clock hours Skills Laboratory – 2 clock hours Observational Hours: 0

CLASS TIME: Wednesdays 0800 - 0930

**DEPARTMENT:** Nursing

#### **INSTRUCTOR:**

**PREREQUISITE(S):** NSG1253 Nursing Pharmacology, NSG1226 Basic Medical Surgical

Nursing, NSG1223 Mental Health Nursing

# **COREQUISITE(S):** Biology1245 Microbiology, NUR2323, NUR2335, **COURSE DESCRIPTION**

NUR2312 Maternal Newborn Nursing (2 credit hours). This course is designed to incorporate the nursing evidence based standards of care as determined by The Association of Women's Health, Obstetric and Neonatal Nurses into the maternal nursing perinatal continuum of care which includes care of the newborn. Achievement of quality client outcomes is enhanced through interdisciplinary collaboration, quality improvement, use of informatics and sound clinical judgment. Utilizing leadership skills the nurse delivers family centered nursing care to promote wellness, reduce risk and restore health. The client and family will be viewed holistically through the lens of their own unique physical, social, cultural, and spiritual aspects. **COURSE STUDENT LEARNING OUTCOMES** 

#### Didactic

- 1. Demonstrate caring behaviors in delivering client centered nursing care to the maternal/newborn client.
- 2. Deliver nursing care to maternal/newborn clients incorporating the family and adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for maternal/newborn clients through collaboration with members of the inter-professional health care team.
- 4. Develop safe and effective clinical judgements in caring for the maternal/newborn client utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize leadership skills in the management of care for maternal/newborn clients using available resources and current technology.
- 6. Provide maternal/newborn education to promote wellness and reduce health risks.
- 7. Utilize therapeutic communication in caring for the maternal/newborn clients.

#### Clinical

1. Demonstrate caring behaviors in delivering client centered nursing care to the maternal/newborn client.

- 2. Deliver nursing care to maternal/newborn clients incorporating the family and adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for maternal/newborn clients through collaboration with members of the inter-professional health care team.
- 4. Develop safe and effective clinical judgements in caring for the maternal/newborn client utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize leadership skills in the management of care for maternal/newborn clients using available resources and current technology.
- 6. Provide maternal/newborn education to promote wellness and reduce health risks.
- 7. Utilize therapeutic communication in caring for the maternal/newborn clients.

## REQUIRED TEXTBOOKS/MATERIALS:

 Lowdermilk, D. (2023). Maternity and Women's Health Care. 13<sup>th</sup> Edition. ISBN: 978-0323810180

## CONTENT OUTLINE

- I. Introduction to Maternal-Child Health Nursing
- II. The Nurse's Role in Maternity and Women's Health
- III. The Childbearing and Child-Rearing Family
- IV. Health Promotion for the Infant
- V. Hereditary and Environmental Influences on Development
- VI. Maternity Nursing Care
  - a. Reproductive Anatomy and Physiology
  - b. Conception and Prenatal Development
  - c. Adaptations to Pregnancy
  - d. Nutrition for Childbearing
  - e. Prenatal Diagnostic Tests
  - f. Giving Birth
  - g. Intrapartum Fetal Surveillance
  - h. Pain Management for Childbirth
  - i. Nursing Care During Obstetric Procedures
  - j. Postpartum Adaptations
- VII. The Normal Newborn: Adaptation and Assessment
  - a. The Normal Newborn Nursing Care
  - b. Newborn Feeding
- VIII. The Childbearing Family with Special Needs
- IX. Pregnancy-Related Complications
- X. Concurrent Disorders During Pregnancy
- XI. The Woman with an Intrapartum Complication
- XII. The Woman with a Postpartum Complication
- XIII. The High-Risk Newborn: Problems Related to Gestational Age and Development
- XIV. The High-Risk Newborn: Acquired and Congenital Conditions
- XV. Management of Fertility and Infertility
- XVI. Women's Healthcare

#### Fort Scott Community College Course Syllabus Fall

COURSE NUMBER: NUR 2323 COURSE TITLE: Care of the Child SEMESTER CREDIT HOURS: 3 credit hours Didactic: 2.5 credit hours - (2.5 clock hours/week x 15 weeks = 37.5 clock hours) Clinical: 0.5 credit hours - (0.5 clock hours/week x 3 = 22.5 clock hours) Clinical site: 14.5 clock hours Observational Hours - 0 Simulation: 6 clock hours Skills lab: 2 clock hours CLASS TIME: Thursdays 0800 – 1030

**DEPARTMENT**: Nursing

#### **INSTRUCTOR**:

**PREREQUISITE(S):** NSG1253 Nursing Pharmacology, NSG1226 Basic Medical Surgical Nursing, NSG1223 Mental Health Nursing

#### COREQUISITE(S): Biology1245 Microbiology, NUR2312. NUR2335

**COURSE DESCRIPTION:** NUR2323 Nursing Care of the Child (3 credit hours). This course is designed to incorporate the American Nurses Association, Scope and Standards of Pediatric Nursing Practice into contemporary pediatric nursing. Key aspects of this course will incorporate national pediatric health promotion goals for disease prevention to improve health quality as well as emphasis on developmentally appropriate care. A client/family centered approach to care and teaching is utilized to support the caregiver role and promote a healthy childhood. Interdisciplinary collaboration, use of informatics, and sound clinical judgment contribute to safe pediatric client outcomes for children with acute and chronic conditions.

#### COURSE STUDENT LEARNING OUTCOMES

#### Didactic

- 1. Demonstrate developmentally based caring behaviors in delivering client centered nursing care to pediatric clients.
- 2. Deliver nursing care to pediatric clients incorporating the family adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for pediatric clients through collaboration with members of the interprofessional health care team and the family/client (when appropriate).
- 4. Develop safe and effective clinical judgements in caring for the pediatric client utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize leadership skills in the management of care for pediatric clients using available resources and current technology.
- 6. Provide family/pediatric client (when appropriate) education to promote wellness and reduce health risks.
- 7. Utilize therapeutic developmentally appropriate communication in caring for pediatric clients.

#### Clinical

- 1. Demonstrate developmentally based caring behaviors in delivering client centered nursing care to pediatric clients.
- 2. Deliver nursing care to pediatric clients incorporating the family, and adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for pediatric clients through collaboration with members of the interprofessional health care team and the family/client (when appropriate).
- 4. Develop safe and effective clinical judgements in caring for the pediatric client utilizing the nursing process, clinical judgment, and evidence-based practice.
- 5. Utilize leadership skills in the management of care for pediatric clients using available resources and current technology.
- 6. Provide family/pediatric client (when appropriate) education to promote wellness and reduce health risks.
- 7. Utilize therapeutic developmentally appropriate communication in caring for pediatric clients.

## **REQUIRED TEXTBOOKS/MATERIALS:**

Hockenberry, M. (2023). Wong's Nursing Care of Infants and Children. 12<sup>th</sup> Edition. ISBN: 978-0323776707

#### CONTENT OUTLINE

Ι.

- General Principles for Care of the Child
  - A. Pediatric Nursing Roles
  - B. Standards of Care in Pediatrics
  - C. Legal and ethical concerns
  - D. Family Centered Care
  - E. Cultural and Social Factors Shaping Children's Health
    - 1. Poverty
    - 2. Educational needs of parents/caregivers
- II. Application of Developmental Concepts
  - A. Developmental theories: Piaget/Erikson
  - B. Infants, toddlers, preschool, school-age and adolescents
    - 1. Psychosocial
    - 2. Cognitive
  - C. Developmental Appropriate Communication in Pediatrics.
    - 1. Therapeutic Play
    - 2. Child Life Specialist
  - D. Death and Dying
    - 1. Developmental perceptions of death and dying
    - 2. Pediatric reactions to death and dying.
    - 3. Care of the family of the dying child
- III. Nursing Care of the Child
  - A. Physical Assessment of the Child
  - B. Interpretation of Lab Values in Pediatrics'
  - C. Variations in Nursing Interventions in the Child
    - 1. Medication Administration- PO/IM/IV
      - 2. NG Insertion
      - 3. Safety Concerns
      - 4. Bladder Catheter Insertion
      - 5. Urine Specimen PUC
      - 6. IV Therapy

- D. Pediatric Variances in Pharmacokinetics of Medications from Infancy to Adolescence
- E. Pediatric Pain Assessment and Management
  - 1. Pediatric pain assessment tools
  - 2. Non-pharmacological approaches with developmental implications
  - 3. Narcotic, non-narcotic and adjuvant drugs used in pediatric pain control
  - 4. Current research data in the area of pediatric pain control
  - 5. Apply pediatric pain management content to the assessment, intervention and evaluation of nursing practice scenarios
  - 6. Standards of care for pediatric procedural sedation
  - 7. Common pediatric sedation agents, side effects/complications & related nursing care
- IV. Health Promotion, Maintenance and Restoration of Selected Health Alteration
  - A. Alterations in Fluid Balance
    - 1. Pediatric variations that contribute to F & E imbalances
    - 2. Types of Dehydration
      - 3. Electrolyte Imbalances
      - 4. Evaluation of intake & output of pediatric patients
        - a. Maintenance fluid chart
        - b. Calculation of urine output by weight
  - B. ABGs
    - 1. Interpretation Partial Compensation Causation/Treatment
  - C. Acute Burns
    - 2. Phases, related pathophysiology and key priorities for each
    - 3. Categories of burn depth and priorities for care
    - 4. Nursing care priority variation with differences areas of burns
    - 5. Impact of burns on all body systems
  - D. Alterations in Respiratory Function
    - 1. Tonsillitis Tonsillectomy & Adenoidectomy (T & A)
    - 2 Influenza
    - 3. Croup Syndromes
    - 4. RSV & Bronchiolitis
    - 5. Pneumonia
    - 6. Epiglottitis
    - 7. Pertussis
    - 8. Foreign body ingestion & aspiration
    - 9. Asthma
    - 10. Cystic Fibrosis
    - 11. Infectious Mononucleosis
    - 12. Oxygen Deliver in Pediatrics Heated high flow nasal cannula oxygen (HHFNC)
    - 13. Classification, mechanism of action, method of administration, side effects, nursing considerations and client/family education for major medications used in the treatment of respiratory disorders
    - E. Alterations in Eye, Ear, Nose, and Throat Function
      - 1. Otitis Media & Externa -Tympanostomy tubes
      - 2. Conjunctivitis
    - F. Alterations in Cardiovascular Function -

- 1. Pediatric Heart Failure
- 2. Congenital Heart Defects
- 3. Atrial Septal Defect (ASD)
- 4. Ventricular Septal Defect (VSD)
- 5. Patent Ductus Arteriosus (PDA)
- 6. Coarctation of the Aorta
- 7. Tetralogy of Fallot (TOF)
- 8. Transposition of the Great Arteries (TGA)
- 9. Acquired Heart Defects
  - a. Heart Failure (CHF)
  - b. Rheumatic Fever (RF)
  - c. Kawasaki Disease
  - d. Systemic Hypertension
  - e. Hyperlipidemia
- 10. Mechanism of action, administration, side effects, safety precautions & discharge teaching related to cardiovascular med use in children
- G. Alterations in Hematologic and Immune Function
  - 1. Iron deficiency anemia
  - 2. Sickle cell disease
  - 3. ITP
  - 4. ALL
  - 5. Sarcoma
  - 6. Neuroblastoma
  - 7. Lymphoma
  - 8. Wilms Tumor
  - 9. General Care of the Child With Cancer
    - a. Signs/Symptoms
    - b. Complications
    - c. Nursing Considerations
  - 10. Indications, side effects, parental teaching of major medications associated with: iron deficiency anemia, sickle cell disease, ITP, general treatment of cancers
- H. Infectious and Communicable Disease
  - 1. Varicella
  - 2. Measles
  - 3. Mumps
  - 4. Rubella
  - 5. Pertussis
  - 6. Fifth disease
  - 7. Roseola Infantum
  - 8. Poliomyelitis
  - 9. Scarlet fever
  - 10. Vaccinations
  - 11. Evaluation of immunization status of infants, toddlers and preschoolers
- I. Alterations in Skin Integrity & Skin Disorders
  - 1. Dermatitis
  - 2. Bacterial skin infections
  - 3. Viral skin infections
  - 4. Fungal skin infections
  - 5. Parasitic skin infections
- J. Alterations in Gastrointestinal Function
  - 1. Vomiting, diarrhea and constipation

- 2. Hirschsprung's disease
- 3. Pyloric stenosis
- 4. Gastroesophageal Reflux (GER)
- 5. Celiac Disease
- 6. Intussusception
- 7. Cleft lip & cleft palate
- 8. Umbilical & inguinal hernias
- 9. Biliary atresia
- 10. Accidental poisonings
- K. Alterations in Genitourinary Function
  - 1. Pediatric differences: urine specimen collection
    - 2. Glomerulonephritis
    - 3. Nephrotic Syndrome
    - 4. Vesicoureteral Reflux
    - 5. UTI
    - 6. Exstrophy of the bladder
    - 7. Enuresis
    - 8. Cryptorchidism
    - 9. Hypospadias/Epispadias
    - 10. Hemolytic Uremic Syndrome (HUS)
    - 11. Phimosis
    - 12. Hydrocele
- L. Alterations in Neurologic Function
  - 1. Pediatric Neuro Care
    - a. Monitoring ICP Calculating CPP
    - b. Pediatric Glasgow Scale
  - 2. Meningitis
  - 3. Hydrocephalus
  - 4. Seizures
  - 5. Cerebral Palsy
  - 6. Reyes Syndrome
  - 7. Guillain Barre
  - 8. Spina Bifida
  - 9. Indications, side effects, parental teaching of major medications associated with treatment of neurological disorders in children
- M. Alterations in Musculoskeletal Function
  - 1. Duchenne muscular dystrophy
  - 2. Scoliosis Operative management & nursing care postoperatively for the child undergoing scoliosis surgery
  - 3. Legg-Calve Perthes
  - 4. Slipped Capitol Femoral Epiphysis
  - 5. Developmental Dysplasia of Hip
  - 6. Club foot
  - 7. Juvenile Idiopathic Arthritis
  - 8. Fractures: types, healing, assessment, treatment, complications, nursing care and related discharge teaching
- N. Alterations in Endocrine Function
  - 1. SIADH
  - 2. Diabetes in the pediatric patient Type 1/2
    - a. Etiology, clinical presentation, lab diagnostics, clinical management & benchmarks for outcomes, complications, nursing priorities
    - b. DKA
  - 3. Hypopituitarism

- 4. Growth Hormone Disorder
- O. Pediatric Genetic Disorders
  - 1. Downs Syndrome
  - 2. PKU
  - 3. Galactosemia
  - 4. Hemophilia
- P. Pediatric Trauma
  - 1. Unintentional trauma by system
  - 2. Intentional Trauma
- Q. The Critically III Child
  - 1. Septic shock
  - 2. Distributive shock anaphylaxis
  - 3. Hypovolemic & septic shock states, symptomatology & treatment

#### Fort Scott Community College Course Syllabus Fall

COURSE NUMBER: NUR2335 COURSE TITLE: Acute and Chronic Medical Surgical Nursing SEMESTER CREDIT HOURS: 5 credit hours Didactic – 3.5 credit hours (3.5 credit hrs x 15 weeks = 52.5 clock hours) Clinical – 1.5 credit hours (1.5 x 3 x 15 = 67.5 Clock hours) Simulation Hours: Observation Hours: CLASS TIME:

**DEPARTMENT**: Nursing

INSTRUCTOR:

**PREREQUISITE(S):** NSG1253 Nursing Pharmacology, NSG1226 Basic Medical Surgical Nursing, NSG1223 Mental Health Nursing

COREQUISITE(S): Biology 1245 Microbiology, NUR2312, NUR2323

#### COURSE DESCRIPTION

NSG2335 Acute and Chronic Medical Surgical Nursing (5 credit hours) This course focuses on the care of the adult client with acute/chronic medical surgical health deficits. Theory focuses on acute/chronic medical surgical deficits, and restorative interventions for the following body systems: sensory, respiratory, cardiovascular, gastrointestinal, endocrine, renal, immune, musculoskeletal and neurologic. Community concepts related to disaster planning/triage and epidemiology are also covered. Pharmacologic applications are integrated across all content. Concepts of nursing practice focus on collaborative interdisciplinary team care and therapeutic communication that promotes safe client outcomes. Through utilization of the nursing process, critical thinking, clinical reasoning, and evidence-based practice students will develop clinical judgments assisted by faculty when needed. Leadership skills, technology resources, adherence to professional standards and legal ethical frameworks and client/family education support client centered care.

#### Acute and Chronic Medical Surgical Nursing Course Outcomes

- 1. Demonstrate caring behaviors in delivering client centered nursing care to clients with acute and chronic medical surgical conditions.
- 2. Deliver nursing care to acute/chronic clients adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for clients with acute/chronic conditions through collaboration with members of the inter-professional health care team.
- 4. Develop safe and effective clinical judgements in caring for clients with acute and chronic medical surgical conditions utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize leadership skills in the management of care for clients with acute and chronic medical surgical conditions using available resources and current technology.
- 6. Provide education to clients with acute and chronic medical surgical conditions to promote wellness and reduce health risks.
- 7. Utilize effective therapeutic communication in caring for clients with acute and chronic medical surgical conditions.

## Acute and Chronic Medical Surgical Nursing Clinical Outcomes

- 1. Demonstrate caring behaviors in delivering client centered nursing care to clients with acute and chronic medical surgical conditions.
- 2. Deliver nursing care to acute/chronic clients adhering to professional standards and scope of practice with consideration of legal, ethical, and regulatory frameworks.
- 3. Optimize outcomes for clients with acute/chronic conditions through collaboration with members of the inter-professional health care team.
- 4. Develop safe and effective clinical judgements in caring for clients with acute and chronic medical surgical conditions utilizing the nursing process, clinical reasoning, and evidence-based practice.
- 5. Utilize leadership skills in the management of care for clients with acute and chronic medical surgical conditions using available resources and current technology.
- 6. Provide education to clients with acute and chronic medical surgical conditions to promote wellness and reduce health risks.
- 7. Utilize effective therapeutic communication in caring for clients with acute and chronic medical surgical conditions.

#### **REQUIRED TEXTBOOK(S):**

Ignatavicius, D., Rebar, C., & Heimgartner, N. (2023), <u>Medical-Surgical Nursing: Concepts for</u> <u>Clinical Judgment and Collaborative Care</u>. 11<sup>th</sup> Edition. Evolve. ISBN: 978-0323878265

#### CONTENT OUTLINE:

П.

- I. Care of the Client with Fluid and Electrolyte/Acid Base imbalance
  - i. Acid Base Imbalance -Complete compensation Blood Gases
    - ii. Central Lines
      - 1. Types of Central Lines
      - 2. Nursing Care
      - 3. Complications of CL (CLABSI)
      - 4. Sub Q Infusion Therapy
    - iii. TPN
    - iv. Blood Components Albumin/Immunoglobulins/Clotting Factors
  - Care of the Client with Autoimmune Disorders
    - a. Lupus
    - b. Hypersensitivity Disorders (Types 1-4)
- III. Care of the Client with Hematological Disorders

- a. Heparin Induced Thrombocytopenia
- IV. Care of the Client with Skin, Hair and Nail Disorders
  - a. Burns
    - i. Resuscitation Phase
    - ii. Acute Phase
    - iii. Rehabilitation Phase
  - b. Heatstroke
- V. Care of the Client with Respiratory Disorders
  - a. Tuberculosis

VI.

- b. Thoracotomy/Pneumothorax
  - i. Chest Tube Insertion/Maintenance/Troubleshooting
- c. Respiratory Therapies
  - i. Tracheostomies
  - ii. Bag/Valve/Mask (BVM)
- d. Respiratory Diagnostics
  - i. PFT
  - ii. Bronchoscopy
  - iii. Thoracentesis
- Care of the Client with Cardiovascular Disorders
  - a. Care of the Client with Dysrhythmias
    - i. Ventricular Dysrhythmias
      - 1. PVCs
      - 2. Ventricular Fibrillation
      - 3. Ventricular Tachycardia
  - b. Care of the client with Cardiac Disorders
    - i. Unstable Heart Failure
    - ii. Unstable MI
    - iii. Valvular Heart Disease
  - c. Care of the Client With Vascular Disorders
    - i. Anticoagulant Therapy
      - 1. Coagulation Diagnostics
      - 2. Heparin Drip
- VII. Care of the Client With Nervous System Disorders
  - a. Cerebral Vascular Accident (CVA) (Stroke)
    - i. Ischemic
    - ii. Hemorrhagic
  - b. Brain Disorders
    - i. Alzheimer's
  - c. Peripheral Nervous System Disorders
    - i. Guillain Barre
    - ii. Myesthenia Gravis
    - iii. Huntingtons
    - iv. Multiple Sclerosis
    - v. Parkinsons
    - vi. Trigeminal Neuralgia
- VIII. Gastrointestinal Disorders
  - a. Liver Disorders
    - i. Hepatitis
    - ii. Cirrhosis
    - iii. Nonalcoholic Liver
  - b. GI Bleeding
  - c. Bowel Obstruction/Paralytic Ileus
  - d. Peritonitis
  - e. Inflammatory Bowel Disease

- i. Chron's Disease
- ii. Ulcerative Colitis
- iii. Irritable Bowel Syndrome
- f. Clostridium Difficile
- IX. Care of the Client With Endocrine Disorders
  - a. Disorders of the Adrenal Gland
    - i. Adrenal Gland Hypofunction
    - ii. Hypercortisolism (Cushing's Disease)
    - iii. Hyperaldosteronism
    - iv. Pheochromocytoma
  - b. Diabetic Ketoacidosis
- X. Care of the Client with Renal/Urinary Disorders
  - a. Acute and Chronic Renal Failure
  - b. Dialysis
    - i. Hemodialysis
    - ii. Peritoneal Dialysis
  - c. Cancer
    - i. Kidney Cancer
  - d. Nephrostomy Tubes
  - e. Nephrectomy Care
- XI. Care of the Client With Pain
  - a. Advanced Pain Concepts
    - i. Adjuvant medications for Pain
    - ii. Pain in the Cancer Client
    - iii. Procedural Sedation
      - 1. Levels of Sedation
      - 2. Client Monitoring
      - 3. Sedation Agents
        - a. Opiates
        - b. Barbiturates
        - c. Benzodiazepines
        - d. Anesthetic Agents
        - e. Dexmedetomidine
- XII. Care of the Client With Cancer
  - a. Hodgkins/Non-hodgkins Lymphoma
  - b. Acute/Chronic Leukemia
  - c. Multiple Myeloma

#### Course Syllabus Fall2024

COURSE NUMBER: NUR2531

COURSE TITLE: Capstone Clinical Immersion

SEMESTER CREDIT HOURS: 1

**DEPARTMENT**: Nursing

INSTRUCTOR: Jennifer Jackman Office Hours: 0800-1500 Mondays Hedges Administration Building/Nursing Department Office Phone: 620-228-0354 Email: jenni`ferj@fortscott.edu

BLACKBOARD ADDRESS: blackboard.fortscott.edu Access: NUR2531 Capstone Clinical Immersion CLASS HOURS: Clinical Only

PREREQUISITES: NUR2312, , NUR2323, NUR2335, BIO1245

CO-REQUISITES: NUR2515, NUR2541, N2542

#### **COURSE DESCRIPTION**

NUR2531 Capstone Clinical Experience (1 credit hour). This clinical course provides the student the opportunity to synthesize and apply nursing knowledge, skills, and caring necessary to function as a beginning professional nurse. It offers the student the opportunity to apply evidence-based practice to preventive, therapeutic, and rehabilitative nursing interventions to diverse individuals, families and population groups. An immersion clinical experience enables the student to practice leadership and management of care skills. The student will use available technology and informatics to assess, document, and evaluate the quality, safety, and effectiveness of patient-centered nursing care.

#### CAPSTONE CLINICAL EXPERIENCE CLINICAL OUTCOMES

- 1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
- 2. Implement professional standards and scope of practice within legal, ethical, and regulatory frame works.
- 3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
- 4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.
- 5. Provide leadership in the management of care to meet client needs using available resources and current technology.
- 6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.
- 7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

TEXTBOOK: N/A

#### Fort Scott Community College COURSE SYLLABUS Fall 20

#### **COURSE INFORMATION**

Course Number: NUR2542

**Course Title:** Nursing Leadership and Management (Hybrid)

Semester Credit Hours: Two (2) credit hours (30 clock hours)

Department: Nursing

**Division:** Academics

#### **INSTRUCTOR:**

**PREREQUISITES:** NSG2312 Maternal Newborn Nursing, NSG2323 Care of the Child, NSG 2335 Acute and Chronic Medical Surgical Nursing, BIO1245

**COREQUISITE:** ENG 1023 or SPE 1093 – English 102 or Public Speaking, NUR2515, NUR2531, NUR2541

#### **COURSE DESCRIPTION**

NUR2542 Nursing Leadership and Management (2 credit hours). This course is designed to analyze nursing leadership and management from a systems perspective, emphasizing the function of nursing within the larger organizational structure. The role of a professional nurse as leader and manager of care is explored. The course promotes effective leadership behaviors related to the nursing roles of coordinator of care, client advocate, collaborator with clients, decision-maker, and contributor within a multidisciplinary team to deliver safe, patient-centered care. Improving organizational performance, evidenced-based practice, and the use of informatics are presented within the expanding roles of a nurse. Legal, ethical, and professional standards are presented that promote nursing actions toward holistic care to individuals, families, groups, and communities in a complex global society.

#### **COURSE STUDENT LEARNING OUTCOMES**

- 1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
- 2. Apply professional standards and scope of practice within legal, ethical, and regulatory frame works to designated case studies/scenarios.
- 3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
- 4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.
- 5. Provide leadership in the management of care to meet client needs using available resources and current technology.
- 6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.
- 7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

#### **REQUIRED TEXTBOOK(S):**

Huston, C. (2023). <u>Leadership Roles and Management Functions in Nursing</u>. 11<sup>th</sup> Edition. Wolters-Kluwer. ISBN: 978-1975193065

#### CONTENT OUTLINE:

- I. Leadership Principles
  - a. Leadership Overview
  - b. Leadership Theories
  - c. Contemporary Management Theories
  - d. Current Issues and Trends
- II. Change and Innovation
  - a. Change Theories
  - b. Change Process
  - c. Power and Politics
  - d. Innovation Theory
- III. Organizational Climate and Culture
  - a. Healthy Work Environments
  - b. Magnet Recognition Program
  - c. Patient Safety Culture
  - d. Professional Practice Environment
  - e. Strategic Planning
  - f. Current Issues and Trends
- IV. Managerial Decision Making
  - a. Patient Acuity and Staffing
  - b. Shared Governance
  - c. Pilot Studies
  - d. Evidence Informed Decision Making
  - e. SBAR
  - f. Data Analytics and Decision Support Systems
- V. Managing Time and Stress
  - a. Workplace Stress
  - b. Time Management Strategies for Nurse Leaders
  - c. Resilience
- VI. Essential Managerial Issues
  - a. Human Resource Management
  - b. Information Management and Big Data
  - c. Quality and Safety
  - d. Healthcare Finance and Budgeting

#### Fort Scott Community College COURSE SYLLABUS Fall 20

#### **COURSE INFORMATION**

Course Number: NUR2541

Course Title: Transition to Nursing Practice

**Semester Credit Hours:** One (1) credit hours (15 clock hours)

Department: Nursing

**Division:** Academics

#### **INSTRUCTOR:**

**PREREQUISITES:** NSG2312 Maternal Newborn Nursing, NSG2323 Care of the Child, NSG 2335 Acute and Chronic Medical Surgical Nursing, BIO1245

**COREQUISITE:** ENG 1023 or SPE 1093 – English 102 or Public Speaking, NUR2515, NUR2531, NUR2542

**COURSE DESCRIPTION:** NSG 2541 Transition to Nursing Practice (1 credit hour). This course is designed to prepare the new graduate to transition to the professional role of the registered nurse. Students will prepare resumes and complete a mock job interview. The process of licensure and the legal/regulatory guidelines through the Kansas Nurse Practice Act will be explored as well as expectations for preparation and taking the NCLEX-RN exam.

#### COURSE STUDENT LEARNING OUTCOMES:

1. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.

REQUIRED TEXTBOOK(S): Kansas Nurse Practice Act: https://ksbn.kansas.gov/npa/

#### CONTENT OUTLINE:

- I. Kansas Nurse Practice Act
- II. KNPA Case Study Application -25%
- III. Preparation for Licensure/Progress 5%
- IV. NCLEX Understanding the Exam -
- V. NCLEX Preparation Study Plan 15%
- VI. Pr0gress on preeparatio
- VII. Resume Writing 25%
- VIII. Interviewing 25%
- IX. RN Exit Exam 5%

#### FORT SCOTT COMMUNITY COLLEGE COURSE SYLLABUS

Fall

COURSE NUMBER: NUR2515

### COURSE TITLE: Complex Medical Surgical Nursing

#### SEMESTER CREDIT HOURS: 5 credit hours

Didactic -3.5 credit hours ( 3.5 credit hours x 15 weeks = 52.5 clock hours) Clinical -1.5 credit hours ( 1.5 credit hours x  $3 \times 15$  weeks = 67.5 clock hours)

#### Observational Hours – 8

Simulation Hours – 8

#### Skills Lab Hours - 8

**DEPARTMENT:** Nursing

**DIVISION:** Academics

#### INSTRUCTOR:

BLACKBOARD ADDRESS: NUR2518

#### CLASS HOURS: Monday – 0900-4:30 Theory 0900-11:30 Lab 12:30-3:30 Clinical Fridays (See Clinical Schedule)

**PREREQUISITES:** NSG2312 Maternal Newborn Nursing, NSG2323 Care of the Child, NSG2335 Acute and Chronic Medical Surgical Nursing, BIO1245

**COREQUISITE:** ENG 1023 or SPE 1093 – English 102 or Public Speaking, NUR2531, NUR2541, NUR2542

**COURSE DESCRIPTION:** NUR2515 Complex Medical Surgical Nursing (5 credit hours). This course focuses on the nursing care of the adult client with complex medical and/or surgical health conditions of all body systems. Course content will provide the students with the necessary knowledge to apply critical thinking and clinical judgement skills. Students will have the ability to integrate more advanced concepts related to high acuity and critically ill clients. Pharmacologic applications are integrated across all content Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to a diverse client population in a variety of settings. Technology and informatics in both didactic and clinical settings are utilized.

## COURSE STUDENT LEARNING OUTCOMES

## Didactic

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population of clients with complex medical surgical conditions.

2. Implement professional standards and scope of practice within legal, ethical, and regulatory frame works.

3. Collaborate with clients and members of the inter-professional health care team to optimize outcomes for clients with complex medical surgical conditions.

4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.

5. Provide leadership in the management of care to meet needs of clients with medical surgical conditions using available resources and current technology.

6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.

7. Demonstrate effective communication methods to manage the needs of clients with complex medical surgical conditions and to interact with other healthcare team members.

## Clinical

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population of clients with complex medical surgical conditions.

2. Implement professional standards and scope of practice within legal, ethical, and regulatory frame works.

3. Collaborate with clients and members of the inter-professional health care team to optimize outcomes for clients with complex medical surgical conditions.

4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.

5. Provide leadership in the management of care to meet needs of clients with medical surgical conditions using available resources and current technology.

6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.

7. Demonstrate effective communication methods to manage the needs of clients with complex medical surgical conditions and to interact with other healthcare team members.

## **REQUIRED TEXTBOOK(S):**

## CONTENT OUTLINE:

- XIII. Care of the Client with Fluid and Electrolyte/Acid Base imbalance a. Acid Base Imbalance
  - i. Combined Blood Gas
  - b. F/E Disorders
    - i. HHNKC/DKA
    - ii. SIADH
    - iii. Diabetes Insipidus
- XIV. Care of the Client with Immunity Disorders
  - a. Basics of Organ Transplant
  - b. Transplant Rejection
  - c. Immunosuppressives
- XV. Care of the Client With Traumatic Injuries
  - a. Neurotrauma
    - i. Types of Head Injuries
    - ii. Nursing Care
    - iii. ICP/CPP Monitoring
    - iv. VP/VA Shunts
    - v. Treatment
  - b. Abdominal Trauma Abdominal Compartment Syndrome
  - c. Kidney Trauma
  - d. Chest Trauma
  - e. Pelvic Trauma
  - f. Spinal Trauma
  - g. Snake/Spider Bites
- XVI. The Client With Integumentary Disorders
  - a. Necrotizing Fasciitis
  - b. Steven Johnson Syndrome
- XVII. Care of the Client with Gastrointestinal Disorders
  - a. Hepatic Failure/Hepatic Encephalopathy

- b. Liver Cancer
- c. Liver Transplant
- d. Pancreatitis
- e. Pancreatic Cancer
- XVIII. The Client With Respiratory Complications
  - a. Upper Airway Obstruction
  - b. Pulmonary Emboli
  - c. Respiratory Failure
  - d. Acute Respiratory Distress Syndrome (ARDS)
  - e. Cancer of the Head and Neck
  - f. Advanced Airways
    - i. Bag/Valve/Mask (BVM)
    - ii. Laryngeal Mask Airway (LMA)
    - iii. Mechanical Ventilation
- XIX. The Client With Infectious Disease
  - a. Epidemiology
  - b. Pandemic Respiratory Infections
  - c. HIV/AIDS
- XX. Shock Syndromes
  - a. Distributive Shock (Septic Shock/Anaphylactic/Neurogenic)
  - b. Cardiogenic Shock
  - c. Hypovolemic Shock
  - d. Obstructive
- XXI. Care of the Client with Cardiovascular Disorders
  - a. Care of the Client with Dysrhythmias
    - i. Electrical Therapies
      - 1. Defibrillation
      - 2. External Pacing
      - 3. Implantable Pacemakers/Defibrillator
    - ii. Heart Block
      - 1. First Degree
      - 2. Second Degree
      - 3. Complete Heart Block
    - iii. Asystole/PEA
  - b. Code Blue
  - c. Care of the client with Cardiac Disorders
    - i. Inflammatory/Infectious Disorders
      - 1. Peri/Endocarditis
      - 2. Cardiomyopathy
  - d. Care of the Client With Vascular Disorders
    - i. Abdominal Aortic Aneurysm/Aortic Dissection
- XXII. Care of the Client With Metabolic/Endocrine Disorders
  - a. Malignant Hyperthermia
  - b. Thyrotoxicosis/Thyroid Storm
- XXIII. Care of the Client With Renal Disorders
  - a. Renal Transplant
- XXIV. Care of the Oncological Client
  - a. Adult Brain Tumors
  - b. Oncological Emergencies
    - i. DIC
    - ii. SIADH
    - iii. Superior Vena Cava Syndrome
    - iv. Tumor Lysis Syndrome
    - v. Hypercalcemia

- vi. Sepsis
- XXV. Emergency and Disaster Preparedness
  - a. Types of Disasters
  - b. Community Response
  - c. Hospital Response
  - d. Triage
  - e. Survivor Response
- XXVI. Caring for the Critically III Client
  - a. Hemodynamic Monitoring
    - i. Central Venous Pressure (CVP)
    - ii. Pulmonary Artery Pressure (PAP)
    - iii. Pulmonary Capillary Wedge Pressure (PCWP)
    - iv. Cardiac Output/Index (CO/CI)
  - b. ICP Monitoring
  - c. Continuous Sedation in the ICU
    - i. Agents
    - ii. Nursing Care
  - d. Neuromuscular Blockade
    - i. Paralytic Agents
    - ii. Nursing Care
  - e. Mechanical Ventilation
    - i. Ventilator Modes -Volume vs Pressure Controlled
    - ii. Tidal Volume (TV)
    - iii. Pulmonary End Expiratory Pressure (PEEP)
    - iv. Peak Inspiratory Pressure (PIP)
    - v. Fraction of Inspired Oxygen (FiO2)
    - vi. Troubleshooting Negative and Positive Ventilator Alarms
    - vii. Ventilator Associated Pneumonia (VAP)/VAP Protocols
  - f. Support of the Family in the ICU
    - i. Communication
    - ii. Legal Definition of Death
    - iii. Unexpected vs unexpected death
    - iv. Discontinuing Life Support
    - v. Organ Donation

## 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:	May 9, 2025								
Name of Program:	Accelera	Accelerated BSN Program							
Program Administrator credentials:	Karen R	Karen R. Kidder, DNP, RN, CNE							
Parent Institution:	L								
Address of Institution:	4100 S. 4 <sup>th</sup> St								
	Leavenworth, KS 66048								
	BSN								
Level of the Program for which the change Is being requested									
Briefly describe the Change being requested: Request to allow hybrid (remote synchronous and asynchronous) presentation of BSN content, and an additional spring start date.									
			Action Ta	aken					
Education Committee Rev	view		Da	ate					
Action Taken: App	proved [		Not Approved		Deferred				
Board of Nursing Review					Date				
Action Taken: App	oroved [		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

XX Delivery method of nursing courses

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

## Provide:

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

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

## **Provide:**

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

□ (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.

## Statement of Explanation

The University of Saint Mary is investigating the option of hybrid (remote synchronous and/or asynchronous) presentation of the current curriculum content, didactic, and lab. Clinical will remain with 1:10 or better faculty to student ratio in all clinical areas.

We would like to admit students to the nursing program at a second start date. The number of total students admitted is projected to remain at 100 or less each year, as is our KSBN limit. The success of these alternate options may require a subsequent request for an increase in allowed admissions.

The rationale for this request is the increased number of queries from students asking for January start dates and a remote option.

As we have students in online synchronous and asynchronous undergraduate and graduate programs, the university is well-equipped to support the distance learning of students. Library resources are available virtually, and a help-desk is readily online to assist.

A second start date and the hybrid offerings will require additional faculty, and the university is prepared to support that. Workload projections, based on the number of students, will determine the number of additional faculty. We anticipate the need for four-six additional masters/doctoral prepared nursing faculty. We currently have four qualified applicants for one open position.

The university has adequate classroom and lab space to accommodate our allowed 100 annual admissions, and this change request should not initially exceed that.

Faculty have been involved in the discussion of a distance learning option for our courses. Minutes attached in support.

No new courses are planned. Our current curriculum is comprehensive and has proven very successful as our last two-year pass rates were 97% and 96%. The same support services, including ATI and ExamSoft will be used. Both programs have the ability to remotely proctor students testing as evidenced by the success of our graduate nursing programs. Our current LMS is equipped to support on-ground and on-line students. The university has the capacity to support virtual interaction with students through use of Zoom and MicroSoft Teams.

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: May 9th, 2025								
Name of Program:	WSUTECH - ADN Program							
Program Administrator including credentials:	- FIUR	a Diaz N	ISN-	-ED, RN				
Parent Institution:	WSU	)Tech -	Hece	h campus_				
Address of Institution:	of Institution: 3821 F. Harry St.							
	Wichita, KS LOTZIB							
	-							
Level of the Program for which the change Is being requested ADN								
Briefly describe the Change being requested: Exprosition of the HDN program								
ing to stats.								
		Action Taken						
Education Committee Revi	ew	Da	ate	î				
Action Taken: Appro	oved	Not Approved		Deferred				
Board of Nursing Review	Date							
Action Taken: Appro	oved	Not Approved		Deferred				
Nursing Education Complia	ance Officer	<u>+++</u>	Da	ate				

## 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. <u>Do Not submit entire course</u>
   <u>syllabus</u>

(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.
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  - 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.



May 9, 2025

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

Dear Ms.Martin,

Enclosed, please find the documentation for a Major Curriculum Change Request for the WSU Tech Associate Degree in Nursing (ADN) Program.

Currently, our Practical Nursing (PN) Program is approved for 80 student seats per semester, while our ADN Program is approved for 30 seats. We are requesting an adjustment to better balance enrollment between the two programs by increasing ADN seats by 30 and decreasing PN seats by 25.

This expansion will allow us to offer **biannual entry points** into the ADN Program, giving students the opportunity to begin their nursing education as soon as they complete prerequisites. Currently, students must wait nearly a year to apply due to the limited fall-only admission cycle. Adding a second entry point each year aligns with student needs and strengthens our pipeline of qualified nursing graduates.

We are proud to share that, as of May 8, 2025, the ADN Program has been granted initial accreditation by the Accreditation Commission for Education in Nursing (ACEN). With this milestone achievement, we are confident in our program's capacity and quality to support this proposed growth.

This change is strongly supported by our college leadership, faculty, clinical partners, industry stakeholders, community collaborators, and our current students. We believe this adjustment will better meet regional workforce demands while enhancing access and flexibility for our nursing students.

Thank you for your consideration. Please let us know if any additional information is needed.

Respectfully, DeShaun Linson MHCL, BSN, RN Dean of Nursing, WSU Tech

South Campus 3821 E. Harry Wichita, KS 67218 316-677-1944 dlinson@wsutech.edu

USU-ED, EU.

Flora Diaz MSN-ED, RN Assistant Dean of Nursing, WSU Tech South Campus 3821 E Harry Wichita, KS 67218 316-677-1822 fdiaz@wsutech.edu





#### **Requested Change:**

We would like to request to add 30 ADN seats for Spring admission which would include both traditional and bridge admits and voluntary decrease PN admits by 25 seats per admission cycle to better balance the seats and the output. We would also like to change the current seats in the ADN program to a combo of traditional and bridge students. This will allow flexibility for the program. The following is an example:

- Fall 2025
  - PN admits 55
  - ADN admits 20 traditional, minimum of 10 bridge admits= 30 admits
    - We outlined minimum, because since the bridge students are joining the current students who are moving into the 3<sup>rd</sup> semester. This cohort started with 20 students, if any student was not successful, we would like the flexibility to backfill them with Bridge students.
- Spring 2026
  - PN admits 55
  - ADN admits 20 (new traditional students, new cohort). No new bridge students accepted for Spring 2026.
    - We want to mirror the same sequence from the Fall entry to a Spring entry.

#### **Rationale for the Change:**

We respectfully submit this proposal to expand our Associate Degree in Nursing (ADN) program in direct response to the ongoing and critical nursing shortage affecting Wichita and the broader Kansas region.

We are asking to change our current ADN seats to a combo of Traditional/Bridge instead of being tied to 20 Traditional/10 Bridge and we are asking to mirror that admission process/seats from the Fall to the Spring as well.

This would ultimately mean asking for an additional 30 seats with an anticipation of a Spring start. The 30 seats would be a combo of Traditional and Bridge students. We would like to start the cohort with 20 Traditional seats, leaving us a minimum of 10 seats for Bridge students, that will join the cohort at the start of their third semester (Spring 2027).

What we mean by "minimum" is we would like to be allowed to back fill any of the seats from the original cohort with Bridge students, if any one of unfortunately were not successful.

For example:

- Spring 2026 admitted 20 Traditional students, only 18 were successful in their first and second semester. This cohort will be scheduled to begin their third semester in Spring 2027.
- We have Bridge students scheduled to join this cohort Spring 2027. Since there were only 18 students who were successful, that leaves 12 seats for a total of 30 students. We would like to accept 12 Bridge students, to have a full cohort.

While we acknowledge that our 2024 first-time NCLEX pass rates did not meet the 80% benchmark, it is important to note that all 29 graduates are currently licensed and practicing as registered nurses. This demonstrates the program's overall effectiveness in preparing competent professionals who are contributing meaningfully to the healthcare workforce.

As you are aware, the need for safe, skilled, and competent nurses continues to escalate nationwide. In Kansas alone, the Department of Labor projects a need for over 18,000 registered nurses by 2026. Compounding this, the inaugural State of Nursing in Kansas report reveals that more than 70% of licensed RNs in Kansas are not actively working in the profession, and the Kansas Hospital Association's 2024 report highlights concerning vacancy and turnover rates statewide. These indicators collectively point to an urgent and growing demand for nursing graduates.

To help address this challenge, we propose to double our current ADN enrollment and implement a biannual admissions cycle, allowing two cohorts of students per year. This strategic expansion would double the number of registered nurses we graduate annually, directly contributing to the healthcare workforce across hospitals, clinics, long-term care facilities, and community settings. Many of our graduates remain in the region, increasing access to care, especially in underserved areas.

Demand for our program is strong. For Fall 2025, we received 57 applications for 20 available seats in our traditional ADN track and 45 applications for 10 seats in our LPN-to-RN Bridge track. These numbers underscore the growing interest in nursing education and highlight the limitations of our current once-a-year admission cycle. A biannual admission model will enable us to meet this demand and reduce delays for highly qualified and motivated applicants.

We presented this proposal to our Industry Advocate Team (IAT) on April 15, 2025. The group unanimously supported the expansion and committed to continued clinical site availability. They also expressed appreciation for our decision to reduce Practical Nursing (PN) enrollment to avoid overburdening partners. Minutes from the meeting are included in this packet, along with letters of support from our clinical and community partners.

Our expansion plan also has full institutional support. A letter from Sarah Leftwich, Vice President of Health Sciences, Nursing, and Grants Management at WSU Tech, confirms the financial and administrative backing for this initiative. These funds will provide the necessary resources, equipment, faculty, and student support services required to maintain program quality. Contingent on approval, we plan to hire one additional full-time faculty member and at least three adjunct faculty to support the expanded cohorts and preserve appropriate instructor-to-student ratios.

As previously mentioned, we are actively addressing the NCLEX first-time pass rate. Following the first year of instruction (Fall 2022–Spring 2023), the curriculum was thoroughly realigned in Summer 2023 to improve flow, consistency, and student comprehension. After completing another academic year, a second curriculum revision was undertaken—led by faculty—ensuring continuous improvement based on direct instructional experience.

Our second graduating cohort, scheduled for this year, has benefited from this revised curriculum. We are confident that their NCLEX first-time pass rates will reflect these improvements. Notably, of the 29

students in the most recent cohort, all passed the NCLEX—27 within two attempts, and the remaining 2 on their third attempt (one from the traditional track, one from the bridge track).

Some good news pertaining to our program: as of May 8, 2025, we received official notification that we have been granted initial ACEN accreditation. This major achievement affirms the quality and rigor of our program. We are confident that the substantial changes made since the program's inception are positioning our students for long-term success. A copy of the approval letter is included in this packet for your review.

To further strengthen student outcomes, the ADN program will integrate ATI (Assessment Technologies Institute) resources beginning Fall 2025. This decision, initiated by faculty, follows a detailed analysis of pass rate discrepancies between our ADN and PN programs. Over the past five years, the PN program has consistently met or exceeded the 80% benchmark—with one exception—and uses ATI extensively. By embedding ATI into the ADN curriculum, we aim to replicate this success.

We are fully prepared to meet the high standards of nursing education while expanding access. This includes maintaining optimal faculty-student ratios, deepening our clinical partnerships, and ensuring students receive the support needed for academic and professional success.

Thank you for considering this proposal.



May 5, 2025

To Whom It May Concern:

This letter serves as formal confirmation of institutional, administrative, and industry support for the expansion of the Associate's in Applied Science – Registered Nurse (RN) program at Wichita State University Campus of Applied Sciences and Technology (WSU Tech).

We are pleased to announce that the President of WSU Tech, Dr. Sheree Utash, the Governing Body, and the Program Administrator, in collaboration with our industry advocacy partners, have unanimously approved both the programmatic expansion and the associated budget necessary to support an increase in student enrollment within the RN Program.

This strategic expansion directly aligns with regional and statewide healthcare workforce needs and reflects our ongoing commitment to addressing the critical nursing shortage impacting Kansas and the broader healthcare system. Through the thoughtful allocation of institutional resources and budgetary planning, WSU Tech is fully prepared to support the infrastructure, faculty recruitment, clinical placements, and academic services needed to ensure continued program excellence and student success.

In addition to internal approval, this initiative has been strongly endorsed by our industry advocacy partners, which includes representatives from leading healthcare systems, long-term care organizations, and public health entities. These stakeholders have expressed enthusiastic support for the expansion, noting the urgent demand for well-prepared registered nurses throughout the region.

WSU Tech is committed to upholding the high standards of nursing education as set forth by the Kansas State Board of Nursing and the Accreditation Commission for Education in Nursing, and we are confident that this expansion will further enhance the capacity and impact of our nursing program.

Please accept this letter as formal documentation of institutional and community-wide support for the approved expansion of the Associate's in Applied Science – Registered Nurse Program.

Respectfully,

Sarah L. Leftwich

Sarah Leftwich | WSU Tech VP, Health Sciences, Nursing, and Grants Management 316.677.1085 | sleftwich@wsutech.edu



### Industry Advocacy Meeting – Spring 2025 PN/ADN Nursing April 15, 2025

Meeting began at 1130am (with Lunch)

### Present:

DeShaun Linson – Dean, Nursing Shelby Pineda-Allen – Clinical Coordinator Conni Mansaw – Director, Industry Training-Healthcare Flora Diaz – Asst. Dean/Program Director Keosha Chaney – Academic Coordinator, Nursing Tiffany Poyner – Academic Coordinator – Via Christi Cody Griffin – Assistant Director, College Access Melissa Gonzales (in for Rhody Cauley-Brown) April Weston – Director of nursing, Med Lodge Jennifer Magill – Director of education, VA Jeremy Pozzi – Affiliations Coordinator - VA Stephanie Turner - Diversicare Jordan Melugin-Abla – Asst. Director, Phoenix home health Alyssa Boggs – Director of nursing, Phoenix home health **Emily Newhouse** Lori Tackett Tessa Brock Sarah Leftwich Alix Miller

- I. Welcome and Introductions DeShaun Linson
  - A. Opening Remarks
  - B. Brief Introductions of each attendee
  - C. Biomed Campus Overview all nursing programs will relocate downtown in fall 2027.
  - D. Guest Introduction: Conni Mansaw Director of industry training for healthcare

Here to create open education to the healthcare space

- II. Program Updates & Industry Changes Flora Diaz
  - A. Program Changes
    - 1. PN -We have 55 seats available in the fall and we have 88 applicants
    - 2. ADN/RN –20 seats available and 57 applicants
    - 3. Bridge-11 seats available and 45 applicants
  - B. Student Pass Rates
    - 1. Practical Nurse -

2024 annual pass rate was 95.28%. State requires 80%, National Average in 2024: 88%. KSBN runs the report quarterly. The most recent report we have includes the 1st quarter of the year. Our current pass rate sits at 73.85%. From our most recent graduating cohort of December 2024, we had a total of 68 graduates and 64 students have tested per the report. 48 passed, with 16 failing. We have a total of 55 seats for this coming Fall 2025. We have hosted 4 information sessions and concluded with 88 applicants for these seats. We anticipate a full cohort.

2. Associate Degree Nursing Program –

We currently have a total of 45 RN nursing students. 18: 2nd semester students; 27: 4th semester students. We have a total of 20 seats for this coming Fall 2025. We have hosted 3 information sessions and concluded with 57 applicants for these seats. We anticipate a full cohort. For the Bridge Program we hosted 3 information sessions. We have 11 spots and have concluded with 45 applicants for those seats. We had our first graduating cohort in May 2024. We had a total of 29 graduates, which consisted of 13 bridge students and 16 traditional students. In 2024 – Our annual pass rate was 64.52%. State requires 80%, National Average in 2024: 90.63%. All 29 graduates are currently licensed.

- 3. ATI Due to our low pass rates, we integrated ATI into our curriculum.
- 4. ACEN update:

The site visit was conducted in October. There was only 1 finding, which we addressed, and submitted our response at the end of January. We expect a letter with the final decision on or by 5/10/2025.

### C. KBOR Policy Updates

- 1. Pre-req to A&P, applies to the ADN Program
- 2. Increases total program credit hours from 65 to 70.
- 3. It does not change the credit hours within the PN program
- D. Changes in June/Expansion of the ADN Program
  - Currently have approved 80 seats per semester for a total of 160 seat per year in our PN Program. We would like to decrease this number to 55 seats per semester, for a total of 110 seats per year.
  - 2. In exchange, we will be asking for more seats in our ADN Program. We currently have 20 seats approved in our traditional ADN program and 10 in our Bridge program. For a total of 30 potential graduates per year, every May. We only admit once a year in our ADN program, every Fall. We would like to double our numbers, and we would like to have a biannual entrance into the program. What this would mean is once the program runs its course, we will have potentially 60 ADN graduates yearly. With submitting this request, we need support from our clinical partners. Would anyone be willing to provide a letter of support to us by 5/2/2025?

\*open discussion\*

For VA: moment we receive accreditation they can set a commitment for our clinical students. Motion by Dean Linson to expand ADN program for biannual entry and decrease of LPN Seats In favor: ALL Oppose: 0 Motion carried!

- III. Policy & Institutional Updates DeShaun Linson
  - A. House Policy Changes
  - B. Evening Student Experience & Considerations
    - 1. What prework are students required to do? Going to the clinical site the day before is no longer allowed. There are more helpful transitions in long-term care for students. (Stephanie Turner-Diversicare).
  - Some nurses feel that the nurses have missed everything by the end of their shift, when they are documenting and closing out their day they don't really feel like teaching a student at that time is beneficial. Maybe offer shadowing opportunities for nursing students.

- IV. Enrollment & Student Engagement Flora Diaz
  - A. Addressing Low Enrollment

Students unaware of RN and bridge programs, we are trying to engage more with pre-nursing students. (only know about the LPN program)

- B. Strategies for Improvement
  - 1. Volunteer opportunities
  - 2. Open houses
- C. Volunteer Opportunities
  - Engaging in Pre-Nursing Programs
- V. Industry & Workforce Insights Shelby Pineda-Allen
  - A. Bridging Gaps in New Graduate Readiness
  - B. Workplace Safety & Violence (Prevention Measures)
    - 1. One measure (Phonenix Home health) all are ran through KASPER to verify patients. Verified addresses
    - 2. Partnership with local law enforcement agencies
    - 3. Huge mental health aspect (stress and burnout) make sure students know what they are signing up for to make sure this is something they truly want to do.
    - Maybe add De-escalation for a topic We have MOAD Training, which is de-escalation training (Tiffany Poyner) Dean Linson adds, "it will be a part of the new Mental Health Program."
  - C. Student Satisfaction Trends (Key Observations)
    - 1. Very good feedback from students (regarding clinicals)
    - 2. We are trying to improve by coming up with a contingency plan for the amount of students we are utilizing.
  - D. Barriers to Effective Partnerships & Strategies for Strengthening Collaboration
    - 1. Golden is a very positive instructor
    - 2. Please give us any feedback in clinicals that we receive from the students.
    - 3. Request from WSU Tech Instructors to Industry partners: (please follow up in real time) so immediate adjustments can be made.

### \*open discussion\*

### - Is there anything students could do better?

Alyssa: Wound care, or wound-vacs an students can be more hands on!

Vicki Kroger is a KC wound vac Rep, she teaches "how to," triage and is the patient compliant.

Jennifer Magill: How to prevent falls should be taught in nursing school, also wound care.

Lori Tackett: We require all students to send emails in the "SBAR" format. It benefits the student. MedSurge (has a bad name). We should build skills as a medsurge nurse. We should also bridge the gap between students and nurses.

Various Partners: Students should be taught "what to expect" in nursing. They should be aware of the long hours, changes in workforce or any other unexpected things. Students should learn critical thinking skills and how to communicate with physicians. Also, students panic because they don't know what to do when TWO things happen.

VI. Career Fair – Ildo Martins

(healthcare Fair) Planning for Fall (October 14<sup>th</sup>)

Sarah Leftwich suggests having a career fair in the spring instead of the fall. Or maybe twice a year (maybe a meet and greet, then a big career fair after) to also introduce them to volunteer opportunities.

### VII. Open Discussion – DeShaun Linson

We are dedicated about our programs that bridge students into better nurses in the workplace. Or learning how to be a good student in general – Sarah Leftwich Thank you!

Next Meeting will be held in the Fall, save the dates will be sent after graduation.

Meeting Adjourned at 1306

### Flora Diaz MSN-ED, RN

From:	Jennifer Strecker <jstrecker@kansasheart.com></jstrecker@kansasheart.com>
Sent:	Monday, May 5, 2025 11:11 AM
To:	Flora Diaz MSN-ED, RN
Subject:	[EXTERNAL] Letter of support for program changes
Follow Up Flag:	Follow up
Flag Status:	Flagged

Good morning,

I appreciate you sharing the minutes from the meeting. Unfortunately, I had a scheduling conflict and was unable to attend.

I am informed of the proposed changes to the ADN program and feel the increased numbers will help with staff shortages.

I appreciate the decrease in LPN students as a small facility it is becoming difficult to accommodate additional students. Being a 54 bed facility limits my ability to offer clinical but I am open to discussing in the future.

Sincerely,

Jennifer Strecker CNO Kansas Heart Hospital

CAUTION: This email originated from outside of WSU Tech. Do not click links or open attachments unless you recognize the sender and know the content is safe.

April 28, 2025

To Whom It May Concern,

On behalf of Larksfield Place, this letter serves as formal confirmation of our support for the proposed expansion of the Associate Degree in Nursing (ADN) program at WSU Tech.

We acknowledge that we have been informed of the planned changes to the program and understand that this expansion will include a shift in the number of students enrolled in the Practical Nursing (PN) program to allow for a greater number of ADN students. We are in agreement with this change and appreciate WSU Tech's thoughtful planning to ensure that clinical sites, including Larksfield Place, are not overburdened during this transition.

Larksfield Place remains committed to supporting the educational mission of WSU Tech and is pleased to continue offering clinical placement opportunities for nursing students. We value our ongoing partnership and look forward to contributing to the development of highly skilled nurses in our community. Please do not hesitate to reach out if additional information or documentation is needed.

Sincerely,

Karen Griffin, RN, BSN VP of Health Services Larksfield Place 316-636-1000 kgriffin@larksfieldplace.org

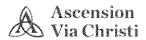


To whom it may concern,

Phoenix Home Care has been informed of the proposed changes to the ADN program and is in agreement with said changes. We understand that the number of Practical Nursing students will be reduced to accommodate the expansion of the ADN students to ensure that our clinical site is not overburdened. Phoenix Home Care is willing to offer continued support to the program by offering clinical opportunities for future students.

Best,

Jordan Melugin-Abla, RN, ADON



05/02/2025

To Whom It May Concern,

This letter serves as formal confirmation of our support for the proposed expansion of the Associate Degree in Nursing (ADN) Program at WSU Tech.

We acknowledge that we have been informed of the changes related to the program's expansion and understand the intent to increase the number of students enrolled in the ADN Program to help meet the growing demand for qualified nurses in our community.

Ascension Via Christi agrees with this initiative and recognizes the importance of supporting nursing education and workforce development. We are committed to continuing our partnership with WSU Tech and will support the program by providing clinical placement opportunities for nursing students at our facility.

We also understand that the number of Practical Nursing (PN) students will be reduced to accommodate the expansion of ADN students, ensuring clinical sites are not overburdened.

We value our collaborative relationship with WSU Tech and are pleased to contribute to the education and training of future nurses.

Sincerely,

MAI MAWRN

Katrina Moriasi, MSN RN CPD Director Ascension Via Christi katrina.moriasi@ascension.org



May 2<sup>nd</sup>, 2025

Stephanie Turner 550 N 159<sup>th</sup> Street Wichita, KS 67230

To Whom It May Concern,

On behalf of Diversicare, I am writing to express our support for the proposed changes to the Associate Degree in Nursing (ADN) Program at Wichita State University Technical School.

We have been informed of the planned expansion of the ADN Program and understand that this change will involve a strategic reduction in the number of Practical Nursing (PN) students to ensure the availability and quality of clinical placement experiences. We fully support this approach and appreciate the thoughtful planning that has gone into balancing the needs of students with the capacity of clinical training sites.

We agree with and endorse the expansion of the ADN Program, as we recognize the ongoing demand for highly skilled registered nurses within our healthcare system. The continued collaboration with your institution plays an important role in strengthening the nursing workforce, and we are committed to providing clinical placement opportunities to support the successful training and development of future nurses.

We value our partnership with Wichita State University Technical School and look forward to continuing our shared mission of excellence in nursing education and patient care.

Sincerely,

Stephanie Turner

Stephanie Turner, RN, BSN Regional Director of Clinical Operations Diversicare Healthcare Services, Inc. <u>Stephanie.turner@dvcr.com</u> (316) 633-9963

Education Committee 230

1 a

ADN 130 -Foundational	<b>Concepts Nursing</b>	
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Spring 2026

	Wednesday & Thursday 8:00 am -15:30 pm   Days										
WEEK	DAY	DATE	GROUP	LOCATION							
1	W	21-Jan	A	Lab				Instru	ctor 1 for both days		
1	R	22-Jan	В	Lab				Larksfield			
2	W	28-Jan	A	Lab							
2	R	29-Jan	В	Lab			Group A		Group B		
3	W	4-Feb	A	Lab		1		1			
3	R	5-Feb	В	Lab		2		2			
4	W	11-Feb	A	Lab		3		3			
4	R	12-Feb	В	Lab		4		4			
5	W	18-Feb	A	Lab		5		5			
5	R	19-Feb	В	Lab		6		6			
6	W	25-Feb	A	Lab		7		7			
6	R	26-Feb	В	Lab		8		8			
7	W	4-Mar	A	Lab		9		9			
7	R	5-Mar	В	Lab		10		10			
8	W	11-Mar	A	Lab							
8	R	12-Mar	В	Lab							
9	W	25-Mar	A	Lab							
9	R	26-Mar	В	Lab							
10	W	1-Apr	A	Lab							
10	R	2-Apr	В	Lab							
11	W	8-Apr	A	SIM							
11	R	9-Apr	В	SIM							
12	W	15-Apr	A	SITE							
12	R	16-Apr	В	SITE							
13	W	22-Apr	A	SITE							
13	R	23-Apr	В	SITE							
14	W	29-Apr	A	SITE							
14	R	30-Apr	В	SITE							
					Lab Hours (Room 246)	63					
					Site Hours	21					
					SIM Hours (Room 233)	7					
					Total	91					

				ADM	I 160 -Client Care Concepts I			Spring 2026			
					6:30 am - 3:30 pm			Days			
<u>WEEK</u>	DAY	<u>DATE</u>	GROUP	<u>SITE</u>							
1	R	29-Jan	All	Lab (0800-1600)							
2	F	30-Jan	All	Lab (0800-1600)				Instructor 2		Same Instructor 2	
3	R	5-Feb	A	St. Francis				St. Francis		Wesley	
3	F	6-Feb	В	St. Joe				Group A		<u>Group B</u>	
4	R	12-Feb	A	St. Francis			1		1		
4	F	13-Feb	В	St. Joe			2		2		
5	R	19-Feb	А	St. Francis			3		3		
5	F	20-Feb	В	St. Joe			4		4		
6	R	26-Feb	А	St. Francis			5		5		
6	F	27-Feb	В	St. Joe			6		6		
7	R	5-Mar	В	Wesley			7		7		
7	F	6-Mar	А	St. Joe			8		8		
8	R	12-Mar	В	Wesley			9		9		
8	F	13-Mar	А	St. Joe			10		10		
9	R	26-Mar	В	Wesley							
9	F	27-Mar	А	St. Joe							
10	R	2-Apr	В	Wesley							
10	F	3-Apr	Α	St. Joe							
11	R	9-Apr	В	SIM (0800-1600)							
11	F	10-Apr	А	SIM (0800-1600)							
		· · ·									
											1
					Lab Hours (Room 238/246)	15					
					Site Hours	68					
					SIM Hours (Room 238 )	7.5					
					Total	90.5					

				ADN 200 -Clie	ent Care Concepts III			Spring 2026					
								Days					
<u>WEEK</u>	DAY	DATE	GROUP	<u>SITE</u>	TIME								
1	Т	20-Jan	All	Lab	0800-1600								
2	М	26-Jan	All	Lab	0800-1600			Instructor 3		Same Instructor 3		Same Instructor 3	
2	Т	27-Jan	В	Community	0800-1630			Instructor 4		Same Instructor 4		Same Instructor 4	
2	F	30-Jan	А	ICU	0630-1900			Group A		Group B		<u>Group C</u>	
2	S	31-Jan	А	ICU	0630-1900		1		1		1		
3	М	2-Feb	В	Community	0800-1630		2		2		2		
3	Т	3-Feb	В	Community	0800-1630		3		3		3		
3	F	6-Feb	А	ICU	0630-1900		4		4		4		
3	S	7-Feb	С	ICU	0630-1900		5		5		5		
4	М	9-Feb	В	Community	0800-1630		6		6		6		
4	Т	10-Feb	А	Community	0800-1630		7		7		7		
4	F	13-Feb	С	ICU	0630-1900		8		8		8		
4	S	14-Feb	С	ICU	0630-1900		9		9		9		
5	М	16-Feb		President's Day	0800-1600		10		10		10		
5	Т	17-Feb	А	Community	0800-1630								
5	F	20-Feb	В	ICU	0630-1900								
5	S	21-Feb	В	ICU	0630-1900								
6	М	23-Feb	А	Community	0800-1630								
6	Т	24-Feb	А	Community	0800-1630								
6	F	27-Feb	В	ICU	0630-1900								
7	М	2-Mar	С	Community	0800-1630								
7	Т	3-Mar	С	Community	0800-1630								
8	М	9-Mar	С	Community	0800-1630								
8	Т	10-Mar	С	Community	0800-1630								
8	F	13-Mar	All	SIM	0800-1630								
				Lab Hours (Boom 246)	15								
				Lab Hours (Room 246) Community Site Hours	32				+		+		-
				ICU Site Hours	32								
				SIM Hours (Room 232)	8						+		-
				Total	91								
					+								

## Kansas Administrative Regulations

### Agency 60

## State Board of Nursing

### Article 5.—Approval of Educational Programs for Mental Health Technicians

**60-5-102. Approval procedure**. (A) An institution contemplating the establishment of a program for mental health technicians:

(1) Shall write a letter of intent to the Kansas state board of nursing.

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

(3) Shall employ a qualified nurse administrator.

(4) Shall employ a second faculty member.

(5) 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.

(6) Shall receive in writing the decision of the board.

(7) Shall be approved prior to the admission of students. (Authorized by K.S.A. 65-4201 *et seq.*, K.S.A. 1974 Supp. 74-1106 *et seq.*; modified, L. 1975, Ch. 302, Sec. 6, May 1, 1975.)

\*\*\*\*\* Authenticated Kansas Administrative Regulation \*\*\*\*\*

### Agency 60

### **State Board of Nursing**

### Article 6.—Requirements for Approved Programs for Mental Health Technicians

60-6-101. Requirements. (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 post licensure. 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. (Authorized by K.S.A. 1998 Supp. 65-4206 and 74-1106; implementing K.S.A. 1998 Supp. 65-4206; modified, L. 1975, Ch. 302, Sec. 7, May 1, 1975; amended March 31, 2000.)

### Seward County Community College Nursing Program Improvement Plan for NCLEX Pass Rates

### 1. Introduction

The success of the Seward County Community College (SCCC) nursing students is essential for the National Council Licensure Examination (NCLEX). The successful completion of the examination assists students in job placement and achievement of becoming a registered nurse (RN). The corresponding strategies will assist the students with successful completion of the RN NCLEX Examination. Assessment of the NCLEX-RN first time pass rates is essential in meeting the program outcomes for a quality nursing program set forth by the Kansas Board of Nursing (KSBN) and the Accreditation Commission for Education in Nursing (ACEN)

### 2. Goals

- To increase NCLEX pass rates for graduates.
- To identify gaps in student preparation for the NCLEX.
- To implement evidence-based interventions that improve student outcomes.
- To strengthen faculty development and teaching strategies.

### 3. Data Analysis and Assessment

- **Review Exit Survey Data**: Review student feedback on NCLEX preparation, teaching effectiveness, and program support.
- Clinical Site Assessment Data: Review of information from clinical sites regarding feedback on students. Analyze the data from the surveys to determine
  - the end of program student learning outcomes
  - demonstration of clinical judgment module
    - Recognizing cues
    - Analysis of cues
    - Prioritizing hypotheses
    - Generating solutions
    - Take action
    - Evaluation of outcomes
  - demonstration of critical thinking skills.
- **Faculty Assessment**: Evaluate faculty effectiveness in teaching NCLEX-related content and clinical skills.
- **Review of Standardized Testing Data**: Examine scores from practice NCLEX exams (SCCC utilizes ATI) to assess students' preparedness.

### 4. Strategies for Improvement

### 4.1 Curriculum Enhancement/Enhanced Academic Standards

- NCLEX-focused Curriculum Integration: Ensure that NCLEX test blueprints are integrated into the curriculum. Faculty regularly review and update the curriculum to align with the latest NCLEX test plan. Plan for nursing faculty to assess the current curriculum and implement NCSBN NCLEX test plan within the curriculum. This will include an evaluation of the current curriculum prior to each academic year.
- Utilize ATI Exams and proctored assessments as a measure of competency throughout the program
  - This will be demonstrated within the curriculum as a measure of competency in both the Level I and Level II portions of the program.
  - Proctored assessments will be imbedded within the curriculum at appropriate times after completion of the content.
  - Early identification of students who are at risk and intervention plan for student success
  - Provide personalized intervention plans for students who are approaching the 80% benchmark.
  - Success strategies will include workshops, review sessions and additional instructional support.
  - Utilize ATI Predictor Scores to identify at-risk students early and provide individualized remediation plans, including NCLEX review along with nursing faculty mentoring of the student
  - Implement mandatory tutoring and structured remediation sessions for students scoring below the ATI RN Content Mastery Series Proficiency levels.
  - Incorporate practice review exams within the curriculum for students to review and remediate content prior to taking the Proficiency level competency exams.
  - Expected outcomes for RN Content Mastery Series Proficiency levels are to be level II. Students who do not meet within this level must remediate the content in the areas needing remediation, i.e. utilization of active learning templates and other ATI assignments for the content. Faculty tutoring will also help to assist students meet outcomes.
  - Implement weekly NCLEX Style questions using ATI or NCLEX Review textbooks, flashcards or NCLEX Review games.

### • Exam Mastery

- The SCCC nursing program will continue to implement the 80% exam mastery average. When students go below the exam mastery the nursing faculty will complete a crucial conversation form and discuss exam strategies along with exam review to assist them with success.
- The nursing program (Faculty) will be consistent in this process, with early detection of students at risk.
- The Director of Nursing will ensure consistent enforcement of policies are utilized by nursing faculty for student success.

- Continue to utilize the SCCC Nursing testing blueprint, implementing Bloom's taxonomy.
- Continue to utilize NCLEX style questions in the nursing program exams.
- Review NCLEX Style questions at the end of lecture
- **Case-Based Learning and Simulations**: Integrate more case-based learning and clinical simulations that mirror NCLEX-style questions. This helps students build critical thinking and clinical reasoning.
- NCLEX Review Courses: Continue to incorporate dedicated NCLEX review sessions throughout the program from ATI, especially in the final semester. Offer online or inperson NCLEX review courses with practice tests.
- Ensure consistent updated student policies in the Nursing Student Handbook to reflect current practices in the nursing program.
  - Ensure that the nursing student handbook is updated
  - Ensure that faculty are following policies consistent with the language in the handbook.

### 4.2 Academic Support Services

- Early Identification and Intervention: Implement early identification of students at risk of failing NCLEX. Provide targeted interventions such as remediation workshops, additional tutoring, and counseling. Utilization of predictive analytics from ATI scores and course performance to help identify students early on who are at risk.
- Nursing Program Student Retention
- Indication of student success on NCLEX and nursing practice rests on successful completion of the nursing program. It is essential to identify students early who are at risk of failure and advise them appropriately for retention or exit from the nursing program. This can be accomplished through
  - Crucial Conversations
  - Active Learning Template remediation
  - Advising/tutoring
  - Ultimately exit the program if early identification, interventions are not successful.
- Require Anatomy & Physiology (A & P) and Biology instructor-led tutoring to reinforce knowledge essential for nursing coursework.
- Identify At Risk Students nursing students who are first generation and in TRIO services or ESL.
- **Peer Tutoring and Study Groups**: Establish peer mentoring and study group programs where senior students or graduates can support those preparing for the NCLEX.
- Online Resources and Practice Exams: Offer students access to NCLEX-style practice exams and resources (e.g., NCLEX apps, practice questions, and video tutorials).

- Admission Requirements
  - Require a minimum of 3.0 GPA in all pre-nursing courses (e.g., Anatomy & Physiology, Microbiology) for admission criteria for the program
  - Recommend all students complete the 8-credit hour Anatomy & Physiology (following the ADN alignment for KSBN & KBOR).

### **4.3 Faculty Development**

- NCLEX Preparation Training for Faculty: Offer regular workshops and seminars for faculty to stay updated on NCLEX test plans, exam strategies, and teaching methods that help prepare students for the exam.
  - Train faculty in test writing strategies that align with NCLEX standards to improve exam quality and student readiness.
- Interdisciplinary Collaboration: Encourage faculty to work together across clinical and didactic settings to ensure consistent reinforcement of NCLEX-relevant material.
- Feedback Loops for Faculty: Establish a system for faculty to receive regular feedback from students and performance data to continuously refine teaching methods.
- Provide faculty in-services for the use of CANVAS and ATI.
- Faculty Meetings
  - The nursing faculty will meet monthly consistently for nursing faculty meetings to discuss program concerns, meet with student representatives and report to the director of nursing how each course is going and student performance issues.
  - The nursing faculty will meet quarterly to discuss curriculum and NCLEX style exam questions.
  - The nursing faculty will monitor the NCLEX pass rates quarterly and report and monitor the ATI predictor scores.
- **Faculty Mentoring** on Campus-Implementation of faculty mentors for nursing facultysupport campus activities and duties.
- **KCADNE-**Continued nursing faculty participation in the Kansas Council of associate degree Nurse Educators (KCADNE). Annual meeting in the fall of each semester
- Clinical Teaching Institute-Nursing faculty to attend the clinical teaching institute each summer

### 4.4 Student Engagement and Motivation

- NCLEX Preparation Culture: Foster a culture of NCLEX preparation early in the program. Start emphasizing the importance of the exam from day one and maintain consistent communication about its significance.
- **Motivational Support and Counseling**: Provide students with counseling and motivational support, especially for those experiencing test anxiety or a lack of confidence.
- Seward County Community College Administration
  - The SCCC administration will continue to help support the nursing students in meeting their individual needs for NCLEX support and success

- Motivational classroom support
- Support activities
- Ensuring physical support of classroom needs
- **Incentives for Success**: Recognize and celebrate students' achievements in practice exams and other NCLEX-prep activities to maintain high morale.
  - Assess students who are in financial need in taking NCLEX. Early assessment of this can help students with NCLEX costs and timeliness of testing
  - Ensure financial support for paying tuition fees for timely release of transcripts
  - NCLEX Application review with the nursing students

### 4.5 Clinical Education Enhancements

- **Clinical Competency Focus**: Ensure that clinical training includes opportunities for students to demonstrate and practice skills tested on the NCLEX.
  - Increase student clinical experiences along with the use of high-fidelity simulation experiences.
  - Mentor nursing faculty in high-fidelity simulation through professional development.

### 4.6 Use of Technology and Data Analytics

• Analytics for Targeted Interventions: Use ATI data analytic software to track test item data. Student performance and testing patterns can help indicate areas of weakness.

### **5.** Implementation Timeline

Action	Timeline	Responsible Party
Analyze current NCLEX	1st Quarter	Program Director,
performance data		Assessment Coordinator
Update curriculum based on	Summer Planning	Curriculum Committee,
NCLEX blueprint		Faculty
Implement NCLEX Review	Fall Semester	Faculty, NCLEX Review
Course		Coordinator (Integration
		Course)
Develop Faculty Training	Spring (Perkins & Nurse	Director of Nursing &
Plan Professional	Initiative Grant Processes)	Faculty
Development		
Increase Simulation Lab	Ongoing	Clinical Coordinators and
Opportunities		Simulation Faculty
Admission Criteria	Immediately for Fall 2026	Director of Nursing &
	Applications	Nursing Faculty
Collect Data for Evaluation	Each semester & at end of	Director of Nursing
and Adjustments (Student	program	
Feedback Surveys)		
Evaluation of SPE (KSBN &	Ongoing	Director of Nursing &
ACEN)		Nursing Faculty

Total Program Evaluation	Ongoing	Director of Nursing &
(KSBN & ACEN)		Nursing Faculty

### 6. Evaluation and Monitoring

- NCLEX Pass Rate Monitoring: Track pass rates quarterly and annually determine the effectiveness of the improvement strategies.
- **Surveys and Feedback**: Conduct surveys and gather feedback from students who take the NCLEX to evaluate their preparedness, confidence, and perception of support.
- **Continuous Improvement**: Use evaluation data to adjust strategies, modify interventions, and improve the program continually.



# Practical Nurse Program

# NCLEX Pass-Rate Action Plan

# **Initial Report**



## MAY 12, 2025 DR. GINA M. TAYLOR, DNP, MSN, RN Director

10000 W. 75th Street, King's Cove Office Park, Building A, Suite 241, Merriam Kansas 66204 Tel: 913-602-7355 | Web: <u>www.MACOHS.edu</u> | Email: gtaylor@macohs.edu

### **Executive Summary**

This Executive Summary outlines the key points of our Nursing Program's Action Plan to improve NCLEX pass rates. The program, though well-resourced, has lower-than-expected NCLEX success rates due to delayed testing and past limitations in learning tools. This plan addresses the implementation of a robust learning platform, enhanced remediation strategies, stricter admission standards, strengthened clinical experiences, and ongoing faculty development. Administrative support and graduate feedback are incorporated into the improvement strategy. The plan includes specific benchmarks, proactive monitoring, and a structured review process to ensure continuous improvement and student success.

### **Key Action Points**

- Transitioned to a critical thinking-based learning platform with integrated remediation.
- Implemented PrepU analytics for personalized student tracking and support.
- Revised entrance exam thresholds and admission criteria to ensure readiness.
- Strengthened simulation and clinical experiences through advanced facilities and partnerships.
- Enhanced faculty development using professional nursing education consultants.
- Established benchmarks for retention, job placement, and student/employer satisfaction.
- Developed student engagement and attendance policy to support active learning.

The action plan will be reviewed biannually and refined based on cohort performance.

tha M Laylor DNP, MSN RN

Dr. G. Taylor, DNP, MSN RN Director of Practical Nursing & Health Occupations

### **Addressing Low NCLEX Pass Rates**

**Background:** The Institute's Practical Nurse (PN) program, now in its third year, has graduated two cohorts, with the third cohort nearing graduation. Despite strong academic rigor, robust faculty support, and adequate learning resources, NCLEX board pass rates remain below expectations. A key contributing factor identified is the delay by students in taking the NCLEX exam post-graduation, which statistically reduces the likelihood of success. Key Identified Challenges:

- 1. **Delay in Testing:** Graduates from the first two cohorts significantly delayed taking the NCLEX.
- 2. **Insufficient Previous Learning Platform:** The prior platform lacked comprehensive resources and phase-based remediation.
- 3. **Need for Stronger Remediation:** Faculty identified the necessity of a more integrated and data-driven remediation process.

### **Action Plan**

### 1. Transition to Robust Learning Platform

- Implemented a patient problem-based curriculum emphasizing critical thinking and clinical judgment.
- Integrated pre-lecture and post-lecture PrepU quizzes to improve mastery and retention.
- Required use of Lippincott Advisor and Stedman's Dictionary in all learning environments.

### 2. Enhanced Remediation Strategy

- Built-in remediation tools through the platform include pretests, benchmark exams, and personalized learning paths.
- PrepU analytics allow faculty to monitor individual student engagement and performance.
- Mandatory remediation contracts after each clinical judgment exam, focusing on NCLEX categories and QSEN competencies.

### 3. Benchmark Establishment and Monitoring

- Attrition/Retention Rates: 87% (Cohort 1), 94% (Cohort 2). Current cohort data to be confirmed.
- Entrance Exam: HESI Admission Exam English proficiency threshold raised from 50% to 60% (2024), and overall score requirement increased to 70% (2024).

- Standardized Testing: Utilization of HESI for ongoing academic tracking.
- Student Satisfaction: 90%
- Employer Satisfaction: 95%
- Job Placement Rate: 100% (those who have passed the NCLEX)

### 4. Clinical Judgment Exams Across Curriculum

- Open-check pretests identify knowledge gaps early.
- Benchmark exams assess mid-course progress.
- Exam results guide remediation contracts that require student reflection and individualized action plans.

### 5. Admission & Selection Enhancement

- Minimum of three prerequisite courses with a C or higher.
- Active CNA certificate.
- Entrance interview conducted by Director, Faculty and Student Services
- Two (2) professional references.
- Revised entrance exam cutoffs to ensure higher English proficiency and readiness.

### 6. Faculty Development and Support

- Faculty members are MSN-prepared and experienced.
- Faculty development is supported through Nurse Tim resources (conferences, webinars, and consulting resources.
- Faculty composition: 2 full-time, 1 part-time, and 1 program director.

### 7. Clinical & Simulation Enhancements

- Clinical partnerships with multiple local health centers.
- State-of-the-art simulation lab with high-fidelity manikins.
- Evidence-based simulation scenarios for enhanced learning.

### 8. Administrative and Leadership Support

- Strong administrative backing with leadership that understands nursing education.
- Resources are readily provided to meet program needs.

### 9. Graduate Feedback and Reflective Practice

- Graduates reported feeling prepared and regret not testing sooner.
- Plans to encourage testing within 30 to 60 days post-graduation.

### 10. Student Engagement Policy (Available upon request)

- Policy geared to monitor and improve classroom, lab, and clinical engagement.
- Includes attendance tracking, participation benchmarks, and proactive interventions for disengagement.

#### Next Steps:

- 1. Continue to monitor student engagement policy.
- 2. Develop early intervention alerts using PrepU analytics.
- 3. Educate students on the importance of timely NCLEX registration and testing.
- 4. Review and refine benchmark expectations based on third cohort post-graduation data.

**Review Schedule:** Action plan to be reviewed and updated semi-annually based on cohort performance data and NCLEX pass rates.

**Responsible Parties:** Program Director, Faculty Team, Academic Support Staff, Institutional Leadership.

Donnelly College 608 N. 18<sup>th</sup> Street Kansas City, KS 66102

May 9, 2025

Kansas State Board of Nursing 900 SW Jackson Street 10th Floor Suite 1051 Topeka, Kansas 66612 RE: KSBN Site Visit on February 11, 2025

### Introduction

Based on the KSBN Site Visit feedback and recommendations, as well as an internal departmental review, our leadership team has developed and begun implementing a Five Pillar Action Plan designed to remediate identified deficiencies and support continuous nursing program improvement. We appreciate the comprehensive and detailed feedback provided by the KSBN site visit team as well as the opportunity to present our action plan to the KSBN Board.

In addition to creating an action plan for continuous improvement, we have addressed many of the specific concerns noted by the KSBN team during the site visit and in their follow-up report.

The chart below shows the status of specific action items that have already been addressed.

Торіс	Details/Description	Completed	Appendix
Organizational Charts (College and Nursing Dept.)	Updated charts provided	2.28.2025 5.9.2025	A.01.a. A.01.b.
Copy of school's current catalog	Corrected catalog posted	4.29.2025	A.02.
Home institution	Number of faculty verified	3.11.2025	A.03.a. A.03.b.
Faculty selection process	Hiring process posted on website	2.28.2025	A.04.

Oral and written English proficiency	English proficiency determined by placement testing using Accuplacer	2.28.2025	A.05.
Representation on	Student Senate includes a nursing	2.28.2025	A.06.a.
faculty governance	student member		A.06.b.
			A.06.c.
Refund policies governing all fees and tuition paid by students	Refund policy highlighted on page 26 in the College Catalog	2.28.2025	A.07.
Description of	Resources noted on every syllabus	2.28.2025	A.08.a.
student health services	and shared in orientation; printed community resource guide available for students		A.08.b.
Faculty file review	Faculty job descriptions updated	2.28.2025	A.09.a.
	and included in faculty handbook		A.09.b.
			A.09.c.
Academic Credentials	Faculty Qualification Reports approved	5.9.2025	A.10.
Students	Summer ADN/RN course rotation detailed	5.9.2025	A.11.
Curriculum	Faculty ExamSoft training provided	2.21.2025	A.12.
Requirements			
Facilities & Tour	Faculty accessibility data reported	5.9.2025	A.13.
Student Interviews	Textbook delay issue resolved, and students refunded	2.11.2025	A.14.
Student Policies	Website reviewed for accuracy	5.8.2025	A.15.
Facilities & Tour	SIM Lab operational	2.17.2025	A.16.

### The following chart includes action items that are in process.

Торіс	Details/Description	Expected Completion	Appendix
Nursing Program Administrators and Faculty	Revised Faculty Handbook drafted	Summer 2025	B.01.
Clinical Resources	Affiliating agency contracts inventoried		B.02.

### Pillar I: Improve Student Satisfaction, Engagement and Morale

The nursing department has embraced an open-door philosophy, and all faculty have posted their availability for student conferences. Students are also encouraged to reach out to their professors via Canvas as this allows for tracking of requests and responses. Administrative staff can also monitor these interactions.

We hired a full-time nursing academic advisor who started on April 14, 2025. We developed guidelines for addressing student concerns in a timely manner and empowered faculty to resolve student concerns at the classroom level if possible. If a satisfactory resolution cannot be reached at that level, we direct students to our new Nursing Academic Advisor. If a concern cannot be resolved within the nursing department, the student is referred to the institutional grievance process. We are closely monitoring this new process to assess its effectiveness in addressing student concerns.

In progress items include restarting our membership with the Kansas Student Nurse Association and incorporating student input into nursing faculty meetings. These changes will increase nursing student representation and magnify student voices.

### Pillar II: Stabilize Current Faculty. Recruit and Retain Qualified Nurse Educators

The Nursing Department provided onsite and recorded training on ExamSoft and SIM Lab instruction. We have collaborated with IT to provide onsite support during testing. Faculty can notify IT of their upcoming exam so that an IT team member can be physically present in the computer lab to provide support and troubleshooting in real time during exams.

We began holding frequent faculty meetings to collectively identify weaknesses and create solutions to improve our nursing program. As a team, we established consistent messaging to set the tone for the teaching/learning environment with the goal of setting the students up for success and then setting high expectations for performance.

Within the first weeks of 2025, the College increased nursing faculty and director salaries to better compete with other colleges and medical facilities for qualified and credentialled classroom and clinical instructors. We are also developing a comprehensive orientation and onboarding process for new and returning faculty.

Future plans include hiring two additional program coordinators to support the Director of Nursing, one to oversee the PN program and a second to oversee the ADN/RN program and our new RN-to-BSN completion programs. The PN Coordinator position has already been filled by a returning nursing faculty member.

### Pillar III: Improve Student Academic Performance and Increase NCLEX Pass Rates

To ensure that Donnelly is admitting students that are prepared to succeed in a rigorous nursing education program, Donnelly's nursing faculty have elected to reinstate TEAS admissions testing and to add a requirement for a multi-staff interview and a written essay to assess the students' ability to communicate effectively in speaking and writing.

Donnelly is contracting with ATI to purchase their comprehensive educational software package designed to support nursing students and faculty. ATI promotes increased student engagement with the learning content via learning tools designed to be effective for different learning styles.

We have developed a process to identify students that are struggling and provide them with timely interventions. The Nursing Academic Advisor meets with identified students to develop a plan for success which may include participating in a study group, tutoring, or counseling services. Our new Nursing Academic Advisor is working with the Academic Resource Center to expand tutoring services and hours.

This summer we will introduce ATI's NCLEX Live Review program for our new graduates and previous graduates who did not initially pass their licensing exams. The full ATI program will be deployed in Fall 2025.

We also have enlisted a full-time faculty member who is skilled in mentorship to provide in person and remote assistance to our students utilizing the ATI NCLEX Live Review program. In addition to expanding NCLEX preparation support, the nursing faculty are also reviewing the curriculum for possible changes, specifically to improve NCLEX pass rates.

### Pillar IV: Expand SIM Lab to Improve Student Skill Competence and Critical Thinking

Our Simulation (SIM) Lab is fully operational, and all nursing faculty have completed onsite or remote training on the use of SIM mannequins, unfolding case studies and the related documentation required.

We are in the process of advertising for a full-time SIM Lab Coordinator who will expand SIM Lab programming and collaborate with our clinical team and Foundations in Nursing instructors to increase student access to SIM Lab practice. Our students have verbalized enjoying the SIM Lab experience and faculty concur that it helps our students gain competence and confidence in their nursing and critical thinking skills.

# Pillar V: Implement Program Evaluation Tool to Track Progress and Monitor Plan Effectiveness

Donnelly College began implementing the Watermark software suite in Fall 2024 and anticipates using this software for all assessment reporting and program reviews going forward. We have revised our template for licensure programs using the KSBN template as a model. The Assessment Council has established a full program evaluation schedule for academic and administrative programs. The PN and RN programs will be evaluated every other year on an alternating basis.

### **Closing Remarks**

We appreciate this opportunity to summarize our accomplishments to date and to share our plans for ongoing improvements. We thank the site visit team and the KSBN Board for their due diligence and look forward to sharing additional updates at the June Board meeting. We hope this information will allow the KSBN Board to consider shortening the six-month pause on admitting new nursing students imposed following our February site visit.

Our goal as always is to serve our students as effectively as possible. We are grateful for the opportunity to help prepare Kansas' next generation of professional, knowledgeable, and caring nurses.

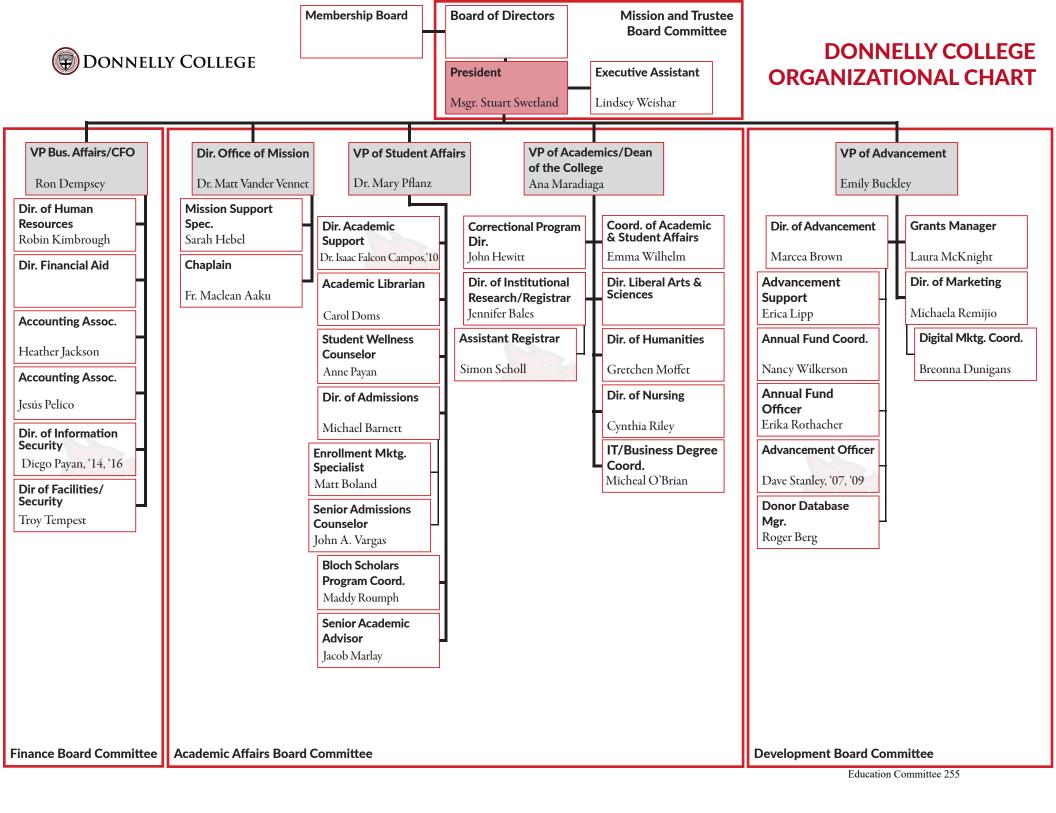
Respectfully submitted,

Loran Fish, BSN, MSN, RN Interim Director of Nursing

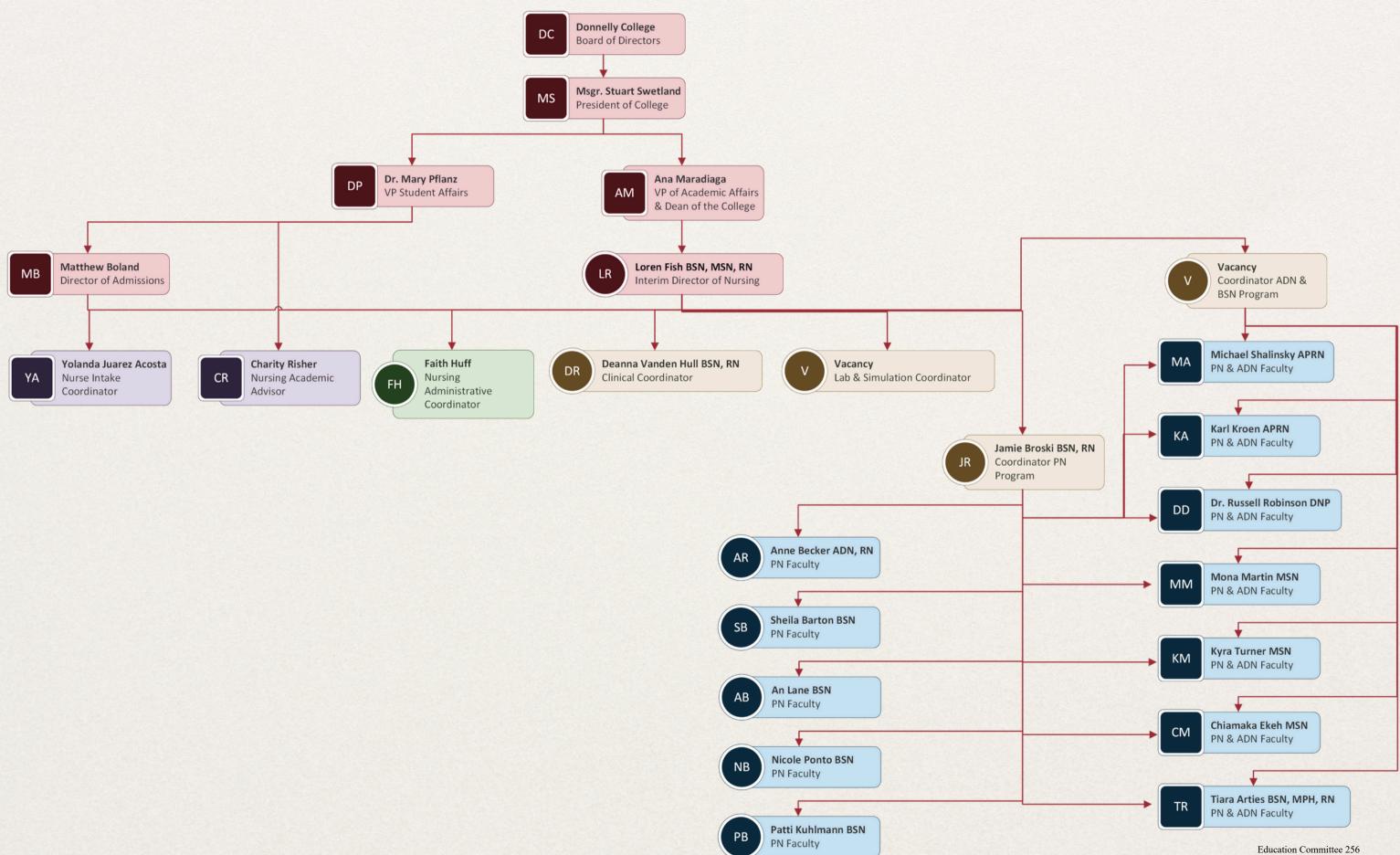
# **FIVE PILLAR ACTION PLAN**

Pillar I	Pillar II	Pillar III	Pillar IV	Pillar V
Improve Student Satisfaction, Engagement and Morale	Stabilize Current Faculty. Recruit and Retain Qualified Nurse Educators	Improve Student Academic Performance and Increase NCLEX Pass Rates	Expand SIM Lab to Improve Student Skill Competence and Critical Thinking	Implement Program Evaluation Tool to Track Progress and Monitor Plan Effectiveness
		ACTION PLAN		
		Completed		
<ul> <li>1.1. Communicate Open Door Philosophy to all faculty and support staff and post faculty availability for student conferences. (Appendix C.101)</li> <li>1.2. Develop a process with clear guidelines for students and faculty on addressing student concerns. (Appendix C.102)</li> <li>1.3. Hire a full-time Nursing Academic Advisor to address student concerns and develop a plan for resolution or remediation. (Appendix C.103)</li> <li>1.4. Provide planned and impromptu departmental gatherings to build trust and rapport between students, faculty and leadership. (Appendix C.104)</li> </ul>	<ul> <li>2.1. Provide remote and onsite training on software and other technology required for teaching and evaluation of learning. (<i>Appendix C.201</i>)</li> <li>2.2. Hold frequent in-person and remote faculty meetings to engage faculty in identifying problems and developing solutions for our program. (<i>Appendix C.202</i>)</li> <li>2.3. Assign full-time faculty to one of three committees to address noted areas of improvement needed:</li> <li>1. Student Engagement</li> <li>2. Academic Improvement</li> <li>3. Graduation</li> <li>2.4. Establish consistent messaging and a consistent approach to the learning environment. "Set the Students up for success then set high expectations for performance".</li> <li>2.5. Increase faculty salary to enable us to better compete in the market for</li> </ul>	<ul> <li>3.1. Revise admissions process to require TEAS testing, written essay and an interview with multiple nursing staff members.</li> <li>3.2. Develop a process for early identification of students that are struggling and work with the student to develop a plan for remediation and success. (<i>Appendix C.302</i>)</li> <li>3.3. Work with the Academic Resource Center to connect nursing students with peer tutors.</li> <li>3.4. Train math tutor to provide specialized dosage calculation tutoring.</li> <li>3.5. Connect students with on-campus counseling and support services for stress management and test anxiety. (<i>Appendix C.305</i>)</li> </ul>	<ul> <li>4.1. Refurbish and redeploy SIM LAB. (Appendix A. 16.)</li> <li>4.2. Submit proposal requesting grant funds to purchase an additional SIM Mannequin.</li> <li>4.3. Train clinical faculty in use of the SIM Mannequins, unfolding case studies and documentation of learning for SIM clinicals. (Appendix C.403)</li> </ul>	<ul> <li>5.1. Implement Watermark software technology to provide timely assessment and evaluation of program success. (Appendix C.501)</li> <li>5.2. Establish an ongoing every other year evaluation plan for our RN and PN programs. (Appendix C.502)</li> </ul>
	qualified nurse educators			Education Committee 253

		In Progress		
1.5. Restart the Student Nurse Association (SNA) and ensure Student Nurse representation on the Donnelly College Student Senate and at nurse faculty meetings.	<ul> <li>2.6 Hire a PN Coordinator to support PN faculty. (Appendix C.206)</li> <li>2.7 Hire an RN/BSN Coordinator to support faculty in those programs. (Appendix C.207)</li> <li>2.8 Develop a comprehensive orientation and onboarding process for all nursing faculty.</li> </ul>	<ul> <li>3.6. Contract with ATI to provide a Comprehensive Learning Platform to increase student engagement and improve content retention.</li> <li>3.7. Provide ATI NCLEX Live Review sessions for new graduates and for students that did not pass the first time. (Assign this project to a full-time faculty member).</li> <li>3.8. Develop and implement a new theoretical framework shifting towards a less rigid, more caring culture that encourages students to approach their professors with questions or concerns.</li> </ul>	4.4. Hire a full-time SIM Lab Coordinator. <i>(Appendix C.404)</i>	5.3. Review and analyze end-of-semester student course evaluations to identify areas for improvement.
		Planned		
<ul> <li>1.6. Develop an open student appointment system.</li> <li>1.7. Develop student information packets for prospective and incoming nursing students.</li> <li>.</li> </ul>	<ul> <li>2.9 Promote Interim DON to permanent DON.</li> <li>2.10. Draft a new and returning faculty resource guide.</li> <li>2.11. Offer professional development workshops focused on specific content areas such as writing review and exam questions in NCLEX format.</li> <li>2.12. Implement evidence-based practice guidelines for test development, methodology, and grading.</li> </ul>	<ul> <li>3.9. Request a course curriculum change to include Pathophysiology in the PN Program. (Pending KSBN Board Approval)</li> <li>3.10. Request a course curriculum change to include an Intro to Professional Nursing Course for first semester PN students. (Pending KSBN Board Approval)</li> <li>3.11. Explore splitting the maternal/child curriculum into separate courses focused on newborn and pediatric care respectively.</li> <li>3.12. Split NCLEX preparation course for PNs into two one-credit courses taken in subsequent semesters.</li> <li>3.13. Conduct a comprehensive review of the entire PN and RN curriculum (summer 2025) and submit any proposed changes to KSBN for approval.</li> <li>3.14. Hire RN students or recent graduates to tutor PN students, including evening and weekend tutoring.</li> </ul>	<ul> <li>4.5 Expand SIM Lab programming.</li> <li>a. New SIM Lab Coordinator will collaborate with clinical adjuncts in developing lab exercises to increase competence and confidence in nursing skills.</li> <li>b. New SIM Lab Coordinator will collaborate with Foundations in Nursing instructors to provide open hours in the SIM Lab for self-initiated student practice sessions.</li> </ul>	5.4. Develop a nursing advisory board that includes external experts and representatives from local clinical partners to advise on best practices for nursing education.



# **Donnelly College Nursing Department Organizational Chart**



## ABOUT DONNELLY COLLEGE

Donnelly College is an independent, co-educational college located in the heart of Kansas City, Kansas. Founded in 1949 by the Benedictine Sisters of Mount St. Scholastica in Atchison, KS, and the Archdiocese of Kansas City in Kansas, Donnelly is committed to expanding college access and success for all students, including low-income students, racial and ethnic minorities, immigrants and refugees, nontraditional students, and students who are the first in their families to go to college. Donnelly provides the academic and financial support these students need to persist in their academic programs and earn their degrees.

As a Catholic liberal arts and professional college, Donnelly's institutional philosophy derives from a belief in God and the dignity of each person. Donnelly believes that education can lead people to recognize their potential as well as their value as human beings, to be aware of their relationship to God, and to function as constructive members of society.

Donnelly is committed to a policy of equal opportunity for all persons without regard to race, sex, gender, age, disability, national origin, religious tradition, or family or veteran status as specified by federal and state laws and regulations. This policy is applicable to all employment practices, admissions procedures, and services to students, faculty, staff, and the community.

## **Mission Statement**

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world. Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

## Vision Statement

The vision of Donnelly College is to advance the common good by being the most accessible and transformative Catholic college in the country.

## Values

To support our mission and vision, Donnelly College encourages all students, employees, and volunteers to seek truth, build community and pursue excellence.

## TRUTH

Donnelly seeks to inspire lifelong discovery and the communication of truth by exploring the connectedness of all

things, studying the intersections of faith and reason, and engaging in civil dialogue with all peoples.

## COMMUNITY

Donnelly seeks to motivate actions and relationships that promote a just community, recognizing that every person has inherent dignity and potential, and that we serve God by serving God's people.

## EXCELLENCE

Donnelly seeks to challenge people to become the best version of themselves in their vocation, personal life, civic engagement, and faith pursuit. Excellence requires perseverance amidst obstacles, striving beyond what is comfortable, openness to new ideas, a commitment to quality, and concerted effort.

Donnelly College encourages all students, employees, and college volunteers to Seek Truth, Build Community and Pursue Excellence.

## Accreditation

Donnelly College is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411; PH: (312) 263-0456 or (800) 621-7440 www.hlcommission.org.

## Approvals

The Practical Nursing Certificate Program and the Registered Nurse-Associate of Nursing Program are on conditional approval by the Kansas State Board of Nursing. 900 SW Jackson Street Suite 1051, Topeka, Kansas 66612-1230; PH: 785-296-4929. We are not admitting new students until further notice.

The Certified Nurse Aide course is approved by the Kansas Department for Aging and Disability Services. 503 S Kansas Avenue, Topeka, Kansas 66603; PH: 785-296-4986.

Donnelly College is an approved participant in the NC-SARA initiative. National Council for State Authorization Reciprocity Agreements (NC-SARA). 3005 Center Green Drive, Suite 130, Boulder, CO 80301; https://www.nc-sara.org.

## Memberships

American Association of Collegiate Registrars & Admissions Officers Association of Benedictine Colleges and Universities Association of Catholic Colleges & Universities Association of Institutional Research Association of Governing Boards Council for Opportunity in Education Greater Kansas City Chamber of Commerce Greater Kansas City Hispanic Development Foundation Kansas Association of Collegiate Registrars & Admissions Officers Kansas Association of Student Financial Aid Administrators Kansas City Collegiate Admissions Professionals

DONN P ECSSRR	ROD 2024-4. 04	1			Donnell Student Record Teacher Course Load	~				WED JBAI Page	
INST	RUCTOR		COURSE-					SEAT	s	-Contact H	rs
ID	Name	Coll Dept	CrseSec	Tit	tle	Sess X-List	Credit Of	fr Fil	11	Course	Student
ADONN	NAdongo	DONN IT	101	ΗY	IT Fundamentals	MAIN	3.00	20	4	0.00	0.00
		DONN IT	104	ΗY	Operating System Fun	MAIN	3.00	12	1	0.00	0.00
		DONN MT	123	Α	Fund Stats&Data Sci	MAIN	3.00	20	6	0.00	0.00
		DONN MT	130	В	College Algebra	MAIN	3.00	20	10	0.00	0.00
					Subtotal:		12.00		21	0.00	0.00
λτβλρ	RAlbayaty	DONN MT	085	7	Basic Algebra	MAIN	4.00	15	14	0.00	0.00
mubmit	Initbayacy	DONN MT	121	A	Introduction to Stat		3.00	20	3	0.00	0.00
		DONN PM			PASS-Math	PASS	0.00	20	7	0.00	0.00
					Subtotal:		7.00		24	0.00	0.00
ARTIT	TArties	DONN NU			Advanced Pharmacolog		3.00	15	15	0.00	0.00
		DONN NU	213		5		3.00	15	15	0.00	0.00
		DONN NU			Nutrition for Nursin		3.00	15	14	0.00	0.00
		DONN NU	2211		Med Surg IV Clinical		3.00	15	7	0.00	0.00
		DONN NU	225	D	Concept Synthesis-RN	MAIN	1.00	15	7	0.00	0.00
					Subtotal:		13.00		58	0.00	0.00
BAUCT	TBaucum	DONN PH	210	L1	Intro to Philosophy	LCF	3.00	20	3	0.00	0.00
					Subtotal:		3.00		3	0.00	0.00
BECKA	ABecker	DONN NU	100	D	KSPN Fnd of Nursing	MAIN	4.00	25	25	0.00	0.00
		DONN NU	100	Е	KSPN Fnd of Nursing	MAIN	4.00	25	27	0.00	0.00
		DONN NU	101	D	KSPN Fnd Nurs Clncl	MAIN	1.00	25	25	0.00	0.00
					Subtotal:		9.00		77	0.00	0.00
BOCCL	LBoccardi	DONN PB	101	ΗY	Intro Public Health	MAIN	3.00	12	2	0.00	0.00
					Subtotal:		3.00		2	0.00	0.00
BROSJ	JBroski	DONN NU	102	ΕA	KSPN Nrs Care Adt I	MAIN	5.00	25	25	0.00	0.00
		DONN NU	105			MAIN	2.00	25	15	0.00	0.00
		DONN NU	105		-	MAIN	2.00	25	15	0.00	0.00
		DONN NU			KSPN Care Aging Adlt		2.00	25	25	0.00	0.00
					Subtotal:		11.00		80	0.00	0.00
ESVAR	REsvang	DONN EN	140	۵	Public Speaking	MAIN	3.00	15	17	0.00	0.00
DOVIN	ICD5 Vallg				Public Speaking	MAIN	3.00	15	8	0.00	0.00
		DONN EN			Public Speaking	MAIN	3.00	15	15	0.00	0.00
					SS: Theatre Exper.	MAIN	3.00	12	5	0.00	0.00
					Subtotal:		12.00		45	0.00	0.00
FALCC	CFalcon-Ca	DONN PY	101	H2	General Psychology	MAIN	3.00	20	9	0.00	0.00
					Subtotal:		3.00		9	0.00	0.00
FTCUT	LFish	DONN NU	200	ਜ ਹ	KSPN Care Adlt II	MAIN	5 0 0	25	14	0.00	0.00
гтоцп	шт т <b>р</b> 11	DONN NU	200	ь. D		MAIN	5.00 2.00	25	14	0.00	0.00
		DONN NU			KSPN Care Aging Adlt		2.00	25	27	0.00	0.00
				-							
					Subtotal:		9.00		42	0.00	0.00
GULLJ	JGulley	DONN EN	111	L1	English Comp I	LCF	3.00	20	7	0.00	0.00

DONN F ECSSRF	2ROD 2024-4. 204	1			ly College ds / Registrat: Report for Te:				WED JBAL Page	
INST	RUCTOR		COURSE-				SEAT	's	-Contact Hi	s
ID	Name	Coll Dept			Sess X-List	Credit Of	<u>fr</u> <u>Fi</u> 20	<u>11</u> 2	Course	Student
		DONN EN	ΤΤΤ	L2 English Comp I	LCF	3.00	20		0.00	0.00
				Subtotal:		6.00		9	0.00	0.00
HAMSS	SHamsa	DONN MT	085	L1 Basic Algebra	LCF	4.00	15	2	0.00	0.00
				Subtotal:		4.00		2	0.00	0.00
KROEK	KKroen	DONN NU		E KSPN Fndm Pharm	MAIN	2.00	25	23	0.00	0.00
		DONN NU	200	DA KSPN Care Adlt II	MAIN	5.00	25	14	0.00	0.00
				Subtotal:		7.00		37	0.00	0.00
LACKJ	JLackey	DONN EN	140	L1 Public Speaking	LCF	3.00	15	6	0.00	0.00
				Subtotal:		3.00		6	0.00	0.00
LYNSD	DLyn-Sue	DONN BS	102	L1 Prin of Management	LCF	3.00	20	9	0.00	0.00
		DONN BS	102	L2 Prin of Management	LCF	3.00	20	3	0.00	0.00
				Subtotal:		6.00		12	0.00	0.00
MARTM	MMartin	DONN HC		E Med Terminology	MAIN	1.00	25	24	0.00	0.00
		DONN NU DONN NU		D Advanced Skills E Concept Synthesis-P	MAIN N MAIN	3.00 2.00	16 25	16 16	0.00 0.00	0.00 0.00
				Subtotal:		6.00		 56	0.00	0.00
		DOWN DA	110		NO 731		1 0			
MEADM	MMeade	DONN FA	112	A Drawing I	MAIN	3.00	13	12	0.00	0.00
				Subtotal:		3.00		12	0.00	0.00
MOFFG	GMoffet	DONN AS		SA First Yr Experience	MAIN	3.00	20	11	0.00	0.00
		DONN EN DONN SF		SF English Comp I SA Accel. Read Writ	MAIN MAIN	3.00 3.00	18 18	11 11	0.00 0.00	0.00 0.00
		DOWN DI	0.5.5	Subtotal:	1111111	9.00	ŦŪ		0.00	0.00
				Subtotal.		9.00				
MULTJ	JMulthauf	DONN BL DONN BL		A Physiology and Anat A Phys & Anat Lab	O MAIN MAIN	4.00 1.00	32 32	27 27	0.00 0.00	0.00 0.00
		DONN BL		A Human Body and Nutr		3.00	30	25	0.00	0.00
		DONN SC		A Fund of Phys Science		5.00	22	22	0.00	0.00
				Subtotal:		13.00		101	0.00	0.00
MUNOJ	JMunoz	DONN LD	403	OL Organzal Thry & Bhv	r ONL	3.00	20	7	0.00	0.00
				Subtotal:		3.00		7	0.00	0.00
OBRIM	MOBrien	DONN BS	102	A Prin of Management	MAIN BS102	3.00	20	12	0.00	0.00
		DONN BS		OL Prin of Management	ONL BS102		20	7		0.00
		DONN BS		A Business Communicat OL Business Communicat		3.00	20 20	5	0.00	0.00
		DONN BS DONN BS		A Human Resource Mgmt	i ONL BS116 MAIN BS210	3.00	20 20	5 3	0.00	0.00 0.00
		DONN BS		OL Human Resource Mgmt	ONL BS210	0.00	20	7	0.00	0.00
		DONN BS	152	L1 Intro to Entrepren	LCF	3.00	20	7	0.00	0.00
		DONN BS	210	L1 Human Resource Mgmt	LCF	3.00	20	5	0.00	0.00
				Subtotal:		15.00		51	0.00	0.00

11:19

CSSRF	PROD 2024-4.3 804	1			Donnell Student Record Teacher Course Load	-				WED 0 JBALE Page	
INSI	RUCTOR		-COURSE					SEAT	s	-Contact Hrs	
D	Name	Coll Der		_		Sess X-List	Credit Of			Course	Student
)ETTD	DOetting	DONN BS			Prin of Account II	LCF	3.00	20	9	0.00	0.00
		DONN BS	5 122	L2	Prin of Account II	LCF	3.00	20	1	0.00	0.00
					Subtotal:		6.00		10	0.00	0.00
									-•		
DTIET	TOtieno	DONN IS			Business Analytics	ONL	3.00	20	2	0.00	0.00
		DONN LI	302	OL	Infor Tech Lead Inst	ONL	3.00	20	8	0.00	0.00
					Subtotal:		6.00		10	0.00	0.00
ARRA	AParra-Gro				Modern World Civiliz Multicult Iss Leader		3.00 3.00	24 20	21 3	0.00	0.00 0.00
		DONN LI	9 404	ΟĽ	Multicult iss leader	ONL	3.00	20		0.00	0.00
					Subtotal:		6.00		24	0.00	0.00
מגעגמ	ADattan	DONN D	7 205	uv	Human Growth & Devel	ΜΛΤΝ	3.00	32	24	0.00	0.00
111 AA	APayan	DOWN L	200	пі	naman growth & Devel	1.17.7 11	J.00	J2 .	·	0.00	0.00
					Subtotal:		3.00		24	0.00	0.00
FBFA	APerez	DONN NU	J 106	П	KSPN Fndm Pharm	MAIN	2.00	25	18	0.00	0.00
	1110102	DONN NU			Abnormal Psyc	MAIN	3.00	20	1	0.00	0.00
					_						
					Subtotal:		5.00		19	0.00	0.00
ANCG	GSanchez	DONN BS	5 101	L2	Introduction to Bus	LCF	3.00	20	3	0.00	0.00
		DONN BS		L1	Business Law II	LCF	3.00	20	5	0.00	0.00
		DONN BS	232	OL	Business Law II	ONL	3.00	20	6	0.00	0.00
					Subtotal:		9.00		14	0.00	0.00
							2100				
HALM	MShalinsky				KSPN Mental Health	MAIN	2.00	25	24	0.00	0.00
		DONN NU		Е	KSPN Mental Health	MAIN	2.00	25	27	0.00	0.00
		DONN NU	J 207	A	Nursing Pathophys	MAIN	3.00	25	18	0.00	0.00
					Subtotal:		7.00		69	0.00	0.00
	DChavaaf	DONN M	100	7	Tetoweolisto Dlashao	MATN	2 00	1 C	1.0	0 00	0 00
HARD	DShareef	DONN M DONN M			Intermediate Algebra Intermediate Algebra		3.00 3.00	16 18	10 10	0.00	0.00 0.00
		DONN M. DONN M.			Math for Liberal Art		3.00	18	4	0.00	0.00
		DONN M			College Algebra	MAIN	3.00	18	13	0.00	0.00
		DONN M			Trigonometry	MAIN	3.00	20	3	0.00	0.00
					Subtotal:		15.00		40	0.00	0.00
TAFS	SStaff	DONN HO			Med Terminology KSPN Fnd Nurs Clncl	MAIN	1.00	25 25	<mark>23</mark> 27	0.00	0.00
					KSPN Nrs Care Adt I		5.00	25	18	0.00	0.00
		DONN NU			Concept Synthesis-PN		2.00	25	17	0.00	0.00
					(Med) Surg IV	MAIN	4.00	15	7	0.00	0.00
		DONN P			General Psychology	LCF	3.00	20	3	0.00	0.00
		DONN P	101	L2	General Psychology	LCF	3.00	20	0	0.00	0.00
					Subtotal:		19.00		<mark>95</mark>	0.00	0.00
			340	OT.	Art & Pract Comm Lea	ONL	3.00	20	5	0.00	0.00
TIBC	CStibbs	DONN LI	540	01	1120 a 12000 001111 200						
FIBC	CStibbs	DONN LI	540	01	Subtotal:		3.00		5	0.00	0.00
	CStibbs AStueve						<b>3.00</b> 3.00	24	<b>5</b> 20		

DONN P ECSSRR	ROD 2024-4.1 04	-				Donnell Student Record Teacher Course Load					WED JBAL Page	
INST	RUCTOR			COURSE-				-	-SEAT	s	-Contact Hr	s
ID	Name	Coll	Dept	CrseSec	Tit	le	Sess X-List	Credit Of	fr Fil	1	Course	Student
						Subtotal:		3.00		20	0.00	0.00
/ANDM	MVanderVen	DONN	TH	110	A	The Search for God	MAIN	3.00	30	26	0.00	0.00
		DONN	ΤH	120	А	The Word of God	MAIN	3.00	20	12	0.00	0.00
		DONN	ΤH	120	В	The Word of God	MAIN	3.00	30	22	0.00	0.00
						Subtotal:		9.00	-	60	0.00	0.00
ARHE	EVarhola	DONN	BS	301	OL	Economics for Manage	ONL	3.00	20	9	0.00	0.00
		DONN				Surv Acct&Fin Mgmt	ONL	3.00	20	3	0.00	0.00
		DONN	LD			Ldrshp Fndmntls II	MAIN	3.00	20	5	0.00	0.00
						Subtotal:		9.00		17	0.00	0.00
VESTJ	Jwestbrook	DONN	LD	499	ΗY	BLDR Capstone	MAIN	3.00	20	6	0.00	0.00
						Subtotal:		3.00		6	0.00	0.00
VILDM	MWilde	DONN	PH	112	A	Phil Human Person	MAIN	3.00	20	8	0.00	0.00
		DONN	PH	210	В	Intro to Philosophy	MAIN	3.00	20	11	0.00	0.00
		DONN	PH	211	SL	The Ethics of Every	MAIN	3.00	20	12	0.00	0.00
		DONN	ΤH	310	A	Theology Hmn Prsn	MAIN	3.00	20	4	0.00	0.00
						Subtotal:		12.00		35	0.00	0.00
VILSJ	JWilson	DONN	IS	304	OL	Disaster Recovery	ONL	3.00	20	6	0.00	0.00
						Subtotal:		3.00		6	0.00	0.00
ZEITG	GZeit	DONN	ΕN	111	A	English Comp I	MAIN	3.00	20	10	0.00	0.00
		DONN	ΕN	112	A	English Comp II	MAIN	3.00	20	13	0.00	0.00
		DONN	ΕN	112		English Comp II	MAIN	3.00	20	17	0.00	0.00
		DONN	ΕN	112	С	English Comp II	MAIN	3.00	20	15	0.00	0.00
		DONN	ΕN	215	A	Creative Writing	MAIN	3.00	20	5	0.00	0.00
						Subtotal:		15.00		60	0.00	0.00
						GRAND TOTAL:		 290.00		=		0.00

DONN PROD 2024-4. ECSSRR04	1 Donnell Student Record Teacher Course Load		WED 01/22/2025 11 JBALES Page 5	:19	
INSTRUCTOR ID Name	Coll DeptCrseSec Title	Sess X-List	SEATS Credit Offr Fill	Contact Hrs Course Student	
Sort by:	IDs: Instructor, XList, Department,	Course, Sectio	n		
Selection Criteria:	Term = '2025SP'				

Records printed: 103 END OF REPORT

DONN P ECSSRR	ROD 2024-4. 04	2			Donnell Student Record Teacher Course Load	-				WED JBAL Page		9:57
INST	RUCTOR		COURSE-					SEAT	s	-Contact Hi	:s	
ID	Name	Coll Dept				Sess X-List	Credit Of			Course	Student	
ADONN		DONN IT			IT Fundamentals	MAIN	3.00	20	4	0.00	0.00	
	2	DONN IT			Operating System Fun	MAIN	3.00	12	0	0.00	0.00	
		DONN MT	123		Fund Stats&Data Sci		3.00	20	6	0.00	0.00	
		DONN MT	130	В	College Algebra	MAIN	3.00	20	9	0.00	0.00	
					5 5							
					Subtotal:		12.00		19	0.00	0.00	
ALBAR	RAlbayaty	DONN MT	085	А	Basic Algebra	MAIN	4.00	15	14	0.00	0.00	
		DONN MT	121		Introduction to Stat	MAIN	3.00	20	2	0.00	0.00	
		DONN PM	000	А	PASS-Math	PASS	0.00	20	7	0.00	0.00	
					Subtotal:		7.00		23	0.00	0.00	
					Subcocur.		7.00		25	0.00	0.00	
ARTIT	TArties	DONN NU	105	D	KSPN Ldrshp Rls Iss	MAIN	2.00	25	15	0.00	0.00	
-		DONN NU			KSPN Ldrshp Rls Iss		2.00	25	14	0.00	0.00	
		DONN NU			Advanced Pharmacolog		3.00	15	15	0.00	0.00	
		DONN NU			Concept Synthesis-PN		2.00	25	17	0.00	0.00	
		DONN NU			Concept Synthesis-PN		2.00	25	16	0.00	0.00	
					Subtotal:		11.00		77	0.00	0.00	
BARTS	SBarton	DONN NU	104	ΕA	KSPN Nrsg Adlt I Cln	MAIN	3.00	10	6	0.00	0.00	
					Subtotal:		3.00		6	0.00	0.00	
BAUCT	TBaucum	DONN PH	210	L1	Intro to Philosophy	LCF	3.00	20	3	0.00	0.00	
					Subtotal:		3.00		3	0.00	0.00	
DECKA	Decker	DONN NU	106	D	KCDN Endm Dharm	ΜΛΤΝ	2 0 0	25	1 0	0 00	0 00	
BECKA	ABecker	DONN NU			KSPN Fndm Pharm	MAIN	2.00	25 25	18 23	0.00	0.00	
		DONN NU DONN NU			KSPN Fndm Pharm Concept Synthesis-RN	MAIN	2.00 1.00	25 15	23	0.00 0.00	0.00 0.00	
		DONN NO	225	D	concept synthesis-kn	MAIN	1.00	ŢĴ		0.00		
					Subtotal:		5.00		48	0.00	0.00	
BOCCL	LBoccardi	DONN PB	101	ΗY	Intro Public Health	MAIN	3.00	12	2	0.00	0.00	
					Subtotal:		3.00		2	0.00	0.00	
BOLIM	MBolin	DONN EN	111	LA	English Comp I	CCN	3.00	20	12	0.00	0.00	
		DONN EN	111		English Comp I	CCN	3.00	20	11	0.00	0.00	
		DONN EN	112		English Comp II	CCN	3.00	20	5	0.00	0.00	
		DONN EN	112	LB	English Comp II	CCN	3.00	20	8	0.00	0.00	
					Subtotal:		12.00		36	0.00	0.00	
DD 0 0 -	TD 1	DON:	1.0.0	F	KODU D. I. C. N	NO TO	0.00	0 F	1.0	0 00	0 00 1	п
BROSJ	JBroski				KSPN Fnd of Nursing	MAIN	0.80	25	19	0.00	0.00 *	#
		DONN NU			KSPN Nrs Care Adt I	MAIN	5.00	25	18	0.00	0.00	
		DONN NU	102		KSPN Nrs Care Adt I		5.00	25	25	0.00	0.00	
		DONN NU	200		KSPN Care Adlt II	MAIN	5.00	25	14	0.00	0.00	щ
		DONN NU DONN NU	201 207		KSPN Nrs Cr Ad II Cl Nursing Pathophys	MAIN MAIN	0.99 1.50	10 25	8 14	0.00 0.00	0.00 * 0.00 *	# #
		DOWN NO	201	л	Nursing rachophys	MAIN		20		0.00		π
					Subtotal:		18.29		98	0.00	0.00	
EKEHC	Cekeh	DONN NU	200	DA	KSPN Care Adlt II	MAIN	5.00	25	14	0.00	0.00	
		DONN NU	201	DB	KSPN Nrs Cr Ad II Cl	MAIN	3.00	10	6	0.00	0.00	
		DONN NU	2091	DA	Med Surg III Clinic	MAIN	1.50	15	15	0.00	0.00 *	#
		DONN NU	2091	DB	Med Surg III Clinic	MAIN	3.00	15	0	0.00	0.00	

Subtotal:         12.50         35         0.00         0.00           SVAR RESVANG         DONN EN 140 A Public Speaking MAIN DONN EN 140 B Public Speaking MAIN DONN EN 140 HY Public Speaking MAIN DONN EN 191 A SS: Theatre Exper. MAIN Subtotal:         3.00         15         17         0.00         0.00           Subtotal:         12.00         41         0.00         0.00           Subtotal:         3.00         20         4         0.00         0.00           Subtotal:         3.00         4         0.00         0.00           Subtotal:         3.00         4         0.00         0.00           Subtotal:         3.00         4         0.00         0.00           SHL LFish         DONN HC 107         E Med Terminology         MAIN         1.00         25         13         0.00         0.00           DONN NU 205         D KSPN Find Nurs Clincl         MAIN         2.00         25         18         0.00         0.00           DONN NU 230         A Ab	ONN P CSSRR	ROD 2024-4. 04	2			Donnell Student Record Teacher Course Load	-				WED 03 JBALES Page 2		9
WAR         DONN EN 140 A         Public Speaking MAIN DONN EN 140 A         Public Speaking MAIN DONN EN 140 A         Jubic Speaking MAIN DONN EN 140 A         Jubic Speaking MAIN BOUNE EN 141 A         Jubic Speaking HAIN BOUNE EN 141 A         Jubic Speaking HAIN BOUNE EN 140 A	INST	RUCTOR		-COURSE					SEAT	s(	Contact Hrs.		
WAR         DONN EN 140 A         Public Speaking MAIN DONN EN 140 A         Public Speaking MAIN DONN EN 140 A         Jubic Speaking MAIN DONN EN 140 A         Jubic Speaking MAIN BOUNE EN 141 A         Jubic Speaking HAIN BOUNE EN 141 A         Jubic Speaking HAIN BOUNE EN 140 A	D						Sess X-List						
DONN EX 140 B Public Speaking MAIN         3.00 15 8 0.00 0.00         0.00 0.00           DONN EX 191 A SS: Theatre Exper. MAIN         3.00 12 4 0.00 0.00           Subtetal:         12.00 41 0.00 0.00           Subtetal:         12.00 41 0.00 0.00           LCC CFalcon-Ca DONN PY 101 H2 General Psychology MAIN         3.00 12 4 0.00 0.00           Subtetal:         3.00 12 4 0.00 0.00           Subtetal:         3.00 4 0.00 0.00           SHL LFish         DONN NC 107 E Med Terminology MAIN         3.00 25 13 0.00 0.00           DONN NU 205 E KSFN Metal Health MAIN         1.00 25 18 0.08 0.00         0.00 0.00           DONN NU 205 E KSFN Metal Health MAIN         2.00 25 14 0.08 0.00         0.00           BONN NU 205 E KSFN Metal Health MAIN         2.00 25 7 0.00 0.00         0.00           BONN NU 205 E KSFN Metal Health MAIN         2.00 20 7 0.00 0.00         0.00           BONN NU 205 E KSFN Metal Health MAIN         2.00 20 7 0.00 0.00         0.00           Bubtetal:         6.00 7 0 0.00         0.00           Bubtetal:         5.00 3 0.00 0.00         0.00           Bubtetal:         5.00 3 0.00 0.00         0.00           Bubtetal:         6.00 20 3 0.00 0.00         0.00           Bubtetal:         5.00 3 0.00 0.00         0.00           Bubtetal:<	_											0.00	
DONN EX 140 B Public Speaking MAIN         3.00 15 8 0.00 0.00         0.00 0.00           DONN EX 191 A SS: Theatre Exper. MAIN         3.00 12 4 0.00 0.00           Subtetal:         12.00 41 0.00 0.00           Subtetal:         12.00 41 0.00 0.00           LCC CFalcon-Ca DONN PY 101 H2 General Psychology MAIN         3.00 12 4 0.00 0.00           Subtetal:         3.00 12 4 0.00 0.00           Subtetal:         3.00 4 0.00 0.00           SHL LFish         DONN NC 107 E Med Terminology MAIN         3.00 25 13 0.00 0.00           DONN NU 205 E KSFN Metal Health MAIN         1.00 25 18 0.08 0.00         0.00 0.00           DONN NU 205 E KSFN Metal Health MAIN         2.00 25 14 0.08 0.00         0.00           BONN NU 205 E KSFN Metal Health MAIN         2.00 25 7 0.00 0.00         0.00           BONN NU 205 E KSFN Metal Health MAIN         2.00 20 7 0.00 0.00         0.00           BONN NU 205 E KSFN Metal Health MAIN         2.00 20 7 0.00 0.00         0.00           Bubtetal:         6.00 7 0 0.00         0.00           Bubtetal:         5.00 3 0.00 0.00         0.00           Bubtetal:         5.00 3 0.00 0.00         0.00           Bubtetal:         6.00 20 3 0.00 0.00         0.00           Bubtetal:         5.00 3 0.00 0.00         0.00           Bubtetal:<													
DONN EN 140         HY Public Speaking DONN EN 191         MAIN A SS: Theatre Keper. MAIN         3.00         15         12         0.00         0.00           Subtotal:         12.00         41         0.00         0.00           Subtotal:         3.00         4         0.00         0.00           Subtotal:         3.00         4         0.00         0.00           Subtotal:         3.00         4         0.00         0.00           SHL         LFIsh         DONN MC 107         E Med Terminology         MAIN         1.00         25         13         0.00         0.00         0.00           SHL         LFIsh         DONN NO 205         KSEPN Mental Health         MAIN         2.00         25         16         0.00         0.00           SUBtotal:         9.00         75         0.00         0.00         0.00           Subtotal:         9.00         75         0.00         0.00         0.00           BONN ND 230         A Abnormal Paye         MAIN         2.00         2         10         0.00         0.00           BONN ND 230         A Abnormal Paye         MAIN         2.00         7         0.00         0.00           BONN ND 1	SVAR	REsvang											
DONN EN         191 Å SS: Theatre Exper.         MAIN         3.00         12         4         0.00         0.00           Subtotal:         12.00         41         0.00         0.00           Subtotal:         3.00         12         4         0.00         0.00           Subtotal:         3.00         20         4         0.00         0.00           SEE         DONN HC         107         E         Med Terminology         MAIN         1.00         25         13         0.00         0.00           SEE         DONN HC         107         E         Med Terminology         MAIN         1.00         25         13         0.00         0.00         0.00           DONN NU         101         D         XSPN Hental Health         MAIN         2.00         22         13         0.00 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Subteni:         12.00         41         0.00         0.00           LCC CFaicon-Ca DONN FY 101 H2 General Psychology MAIN Subteni:         3.00         20         4         0.00         0.00           SHL LFish DONN NU 201 D         DONN FY 101 H2 General Psychology MAIN DONN NU 201 D         MAIN Subteni:         1.00         25         13         0.00         0.00           SHL LFish DONN NU 205 D         DESFM Montal Health MAIN 200 DONN NU 205 D         DESFM Montal Health MAIN 200 DONN NU 205 D         0.00         0.00         0.00         0.00           Subtenii         2.00         75         0.00         0.00         0.00         0.00           Subtenii:         9.00         75         0.00         0.00         0.00           Subtenii:         9.00         75         0.00         0.00           Subtenii:         9.00         75         0.00         0.00           Subtenii:         5.00         20         7         0.00         0.00           Subtenii:         5.00         20         2         0.00         0.00           Subtenii:         5.00         3         0.00         0.00         0.00           Subtenii:         5.00         3         0.00         0.00						1 3							
LCC CPalcon-Ca DONN PY 101 H2 General Psychology MAIN       3.00       20       4       0.00       0.00         SMbtolal:       3.00       4       0.00       0.00       0.00         SNL LFish       DONN HC 107 E Med Terminology MAIN       1.00       25       13       0.00       0.00         DONN NU 101 D KSPM Fred Nurs Chol MAIN       1.00       25       18       0.00       0.00         DONN NU 205 D KSPM Mental Health       MAIN       2.00       25       24       0.00       0.00         DONN NU 205 D KSPM Mental Health       MAIN       2.00       25       24       0.00       0.00         BONN EN 111       L1 English Comp I       LCF       3.00       20       7       0.00       0.00         BONN EN 111       L2 English Comp I       LCF       3.00       20       7       0.00       0.00         MMSS SHamsa       DONN MT 085       L1 Basic Algebra       LCF       4.00       15       2       0.00       0.00         MSS SHamsa       DONN CH 101       LA College Ch I       CN       5.00       3       0.00       0.00         MSS SHamsa       DONN CH 101       LA College Ch I       S.00       4       0.00       0.00       0.			DONN EI	191	А	SS: Theatre Exper.	MAIN	3.00	12	4	0.00	0.00	
Subtotal:       3.00       4       0.00       0.00         ISRL LFish       DONN NC 107 E Med Terminology       MAIN       1.00       25       13       0.00       0.00         DONN NU 205 D KSPN Mental Health       MAIN       1.00       25       18       0.00       0.00         DONN NU 205 D KSPN Mental Health       MAIN       2.00       25       18       0.00       0.00         DONN NU 205 E KSPN Mental Health       MAIN       2.00       25       24       0.00       0.00         DONN NU 205 D KSPN Mental Health       MAIN       2.00       20       1       0.00       0.00         Subtotal:       9.00       75       0.00       0.00       0.00         MSS SHamsa       DONN NU 085 Ll Basic Algebra       LCF       3.00       20       2       0.00       0.00         MSS SHamsa       DONN CH 101 LA College Ch I       CCN       5.00       3       0.00       0.00         MSS SHamsa       DONN NU 100 E KSPN Fnd Nurs Cincl MAIN       4.00       25       24       0.00       0.00         MSS SHamsa       DONN NU 101 E KSPN Fnd Nurs Cincl MAIN       1.00       25       24       0.00       0.00         MSS SHamsa       DONN NU 1010						Subtotal:		12.00		41	0.00	0.00	
SHL LFish       DONN HC 107 B Med Terminology       MAIN       1.00 25 13 0.00 0.00 0.00       0.00 0.00         DONN NU 205 D KSPN Mental Health       MAIN       1.00 25 18 0.00 0.00       0.00 0.00         DONN NU 205 F KSPN Mental Health       MAIN       2.00 25 18 0.00 0.00       0.00         DONN NU 205 F KSPN Mental Health       MAIN       2.00 25 18 0.00 0.00       0.00         DONN NU 205 F KSPN Mental Health       MAIN       2.00 20 1 0.00       0.00         Subtotal:       9.00 75 0.00       0.00       0.00         DONN NU 205 F KSPN Mental Health       MAIN       2.00 20 7 0.00       0.00         Subtotal:       9.00 75 0.00       0.00       0.00         DONN NN 111 L2 English Comp I       LCF       3.00 20 7 2       0.00       0.00         MSS SHamsa       DONN MT 085 L1 Basic Algebra       LCF       4.00 15 2       0.00       0.00         MSS SHamsa       DONN CH 101 LA College Ch I       CCN       5.00 20 3       0.00       0.00         MSK KKroen       DONN NU 100 E KSPN Find Nurs Clacl MAIN       4.00 25 24       0.00       0.00         MAIN       1.00 25 14       KSPN Find Nurs Clacl MAIN       1.00 25 14       0.00       0.00         MCK KKroen       DONN NU 201 DA KSPN Nrs Cr Ad II CL MAIN	ALCC	CFalcon-Ca	DONN P	101	H2	General Psychology	MAIN	3.00	20	4	0.00	0.00	
DONN NU 101 D         KSPN Frd Nurs Cincl MAIN         1.00 25 19 0.00 0.00           DONN NU 205 E         KSPN Mental Health MAIN         2.00 25 24 0.00 0.00           DONN NU 205 E         KSPN Mental Health MAIN         2.00 25 24 0.00 0.00           DONN NU 205 E         KSPN Mental Health MAIN         2.00 25 24 0.00 0.00           Subtotal:         9.00 75 0.00 0.00           Null 11 Ll English Comp I         LCF         3.00 20 7 0.00 0.00           Subtotal:         6.00 9 0.00 0.00           MSS SHamsa         DONN MT 085 Ll Basic Algebra         LCF         4.00 15 2 0.00 0.00           MSS SHamsa         DONN CH 101 LA College Ch I         CCN         5.00 3 0.00 0.00           Subtotal:         5.00 3 0.00 0.00         0.00           Subtotal:         5.00 3 0.00 0.00           Subtotal:         5.00 3 0.00 0.00           Subtotal:         5.00 3 0.00 0.00           Subtotal:         5.00 48 0.00 0.00           Subtotal:         5.00 48 0.00 0.00           Subtotal:         5.00 5 48 0.00 0.00           Subtotal:         5.00 48 0.00 0.00           Subtotal:         0.99 8 0.00 0.00           Subtotal:         0.99 8 0.00 0.00           Subtotal:         0.99 8 0.00 0.00           CKJ JLackey DONN EN						Subtotal:		3.00		4	0.00	0.00	
DONN NU 101 D         KSPN Frd Nurs Cincl MAIN         1.00 25 19 0.00 0.00           DONN NU 205 E         KSPN Mental Health MAIN         2.00 25 24 0.00 0.00           DONN NU 205 E         KSPN Mental Health MAIN         2.00 25 24 0.00 0.00           DONN NU 205 E         KSPN Mental Health MAIN         2.00 25 24 0.00 0.00           Subtotal:         9.00 75 0.00 0.00           Null 11 Ll English Comp I         LCF         3.00 20 7 0.00 0.00           Subtotal:         6.00 9 0.00 0.00           MSS SHamsa         DONN MT 085 Ll Basic Algebra         LCF         4.00 15 2 0.00 0.00           MSS SHamsa         DONN CH 101 LA College Ch I         CCN         5.00 3 0.00 0.00           Subtotal:         5.00 3 0.00 0.00         0.00           Subtotal:         5.00 3 0.00 0.00           Subtotal:         5.00 3 0.00 0.00           Subtotal:         5.00 3 0.00 0.00           Subtotal:         5.00 48 0.00 0.00           Subtotal:         5.00 48 0.00 0.00           Subtotal:         5.00 5 48 0.00 0.00           Subtotal:         5.00 48 0.00 0.00           Subtotal:         0.99 8 0.00 0.00           Subtotal:         0.99 8 0.00 0.00           Subtotal:         0.99 8 0.00 0.00           CKJ JLackey DONN EN	SHT.	LFish	DONN H	107	म	Med Terminology	MATN	1 00	25	1 २	0.00	0.00	
DONN NU 205 D         D KSPN Mental Health MAIN DONN NU 205 D         C KSPN Mental Health MAIN MAIN         2.00 25 24 40.00 0.00 3.00 20 1         0.00 0.00 0.00           Subtotal:         9.00         75         0.00         0.00           Subtotal:         9.00         75         0.00         0.00           LLJ JGulley         DONN EN 111 L1 English Comp I DONN EN 111 L2 English Comp I DONN EN 111 L2 English Comp I Subtotal:         LCF         3.00 20 2 .000         2         0.00         0.00           MSS SHamsa         DONN MT 085 L1 Basic Algebra         LCF         3.00 20 3         0.00         0.00           MSS SHamsa         DONN CH 101 LA College Ch I DONN NU 100 E         Subtotal:         5.00         20 3         0.00         0.00           MSS KKroen DONN NU 100 E         KSPN Fnd Nurs Cincl MAIN DONN NU 101 E         MAIN Subtotal:         1.00 25 24         0.00         0.00           Subtotal:         5.00         48         0.00         0.00         0.00           KKroen DONN NU 100 E         KSPN Fnd Nurs Cincl MAIN Subtotal:         1.00 25 24         0.00         0.00         0.00           KCKJ JLackey         DONN NU 201 DA KSPN Nrs Cr Ad II CI MAIN DONN NU 201 DA KSPN Nrs Gr Ad II CI MAIN DONN NU 104 DC KSPN Nrs Gr Ad II CI MAIN DONN NU 104 DC KSPN Nrs Gr Ad II CI MAIN DONN NU 104 DC KSPN Nrs Gr Ad II CI MAIN DONN NU 208 D Advanced						51							
DONN NU 205         E         KSPN Mental Health         MAIN MAIN         2.00         25         24         0.00         0.00           Subtotal:         9.00         75         0.00         0.00         0.00           HLJ JGulley         DONN EN 111         LI English Comp I DONN EN 111         LCF LE English Comp I DONN EN 111         LCF LE English Comp I DONN EN 111         C         0.00         0.00         0.00           Subtotal:         6.00         9         0.00         0.00         0.00           Subtotal:         6.00         9         0.00         0.00           MESS         SHamsa         DONN MT         085         LI Basic Algebra         LCF         4.00         15         2         0.00         0.00           MESS         SHamsa         DONN CH         101         LA College Ch I         CCN         5.00         3         0.00         0.00           Subtotal:         5.00         3         0.00         0.00         0.00         0.00           MESS         Harse         DONN NU 100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           MESS         MA Krebs         DONN NU 101         E <td></td>													
DONN NU         230         A Abnormal Paye         MAIN         3.00         20         1         0.00         0.00           Subtotal:         9.00         75         0.00         0.00           HLLJ JGulley         DONN EN 111         Li English Comp I         LCF         3.00         20         7         0.00         0.00           MSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         3.00         20         2         0.00         0.00           MSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         4.00         15         2         0.00         0.00           MSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         4.00         15         2         0.00         0.00           MEBAM         AKrebs         DONN CH         101         LA College Ch I         CCN         5.00         3         0.00         0.00           MDEK         KKroen         DONN NU         100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           MCK         JLackey         DONN NU         201													
HLJ JGulley       DONN EN 111 L1 English Comp I       LCF       3.00       20       7       0.00       0.00         Subtotal:       6.00       9       0.00       0.00       0.00         MMSS       SHamsa       DONN MT       085       L1 Basic Algebra       LCF       4.00       15       2       0.00       0.00         MMSS       SHamsa       DONN MT       085       L1 Basic Algebra       LCF       4.00       15       2       0.00       0.00         MMSS       SHamsa       DONN MT       085       L1 Basic Algebra       LCF       4.00       15       2       0.00       0.00         MSS       SHamsa       DONN MT       085       L1 Basic Algebra       LCF       4.00       15       2       0.00       0.00         MSS       SHamsa       DONN MT       085       L1 Basic Algebra       LCF       4.00       15       2       0.00       0.00         MEBA       AKrebs       DONN NU       100       E KSPN Fnd of Nursing MAIN       1.00       25       24       0.00       0.00         NCK       KKroen       DONN NU       100       L KSPN Fnd of Nursing MAIN       0.99       8       0.00       0.0			DONN NU	J 230	А	Abnormal Psyc	MAIN	3.00	20	1	0.00	0.00	
DONN EN         111         L2         English Comp I         LCF         3.00         20         2         0.00         0.00           Subtotal:         6.00         9         0.00         0.00           MMSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         4.00         15         2         0.00         0.00           MMSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         4.00         15         2         0.00         0.00           MMSS         SHamsa         DONN CH         101         LA College Ch I         CCN         5.00         20         3         0.00         0.00           MEBAM         AKrebs         DONN NU         100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           NDEK         KKroen         DONN NU         101         E         KSPN Fnd Nurs Chal         MAIN         1.00         25         24         0.00         0.00           WDEK         JLackey         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00           M						Subtotal:		9.00		75	0.00	0.00	
DONN EN         111         L2 English Comp I         LCF         3.00         20         2         0.00         0.00           Subtotal:         6.00         9         0.00         0.00           MSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         4.00         15         2         0.00         0.00           MSS         SHamsa         DONN MT         085         L1 Basic Algebra         LCF         4.00         15         2         0.00         0.00           MSS         SHamsa         DONN CH         101         LA College Ch I         CCN         5.00         20         3         0.00         0.00           MOEK         KKroen         DONN NU         100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           MOEK         KKroen         DONN NU         100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           MEE         PKuhlmann         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00           MEA         ALane	JLLJ	JGullev	DONN EI	1 111	L1	English Comp I	LCF	3.00	20	7	0.00	0.00	
MSS SHamsa       DONN MT 085 Ll Basic Algebra       LCF       4.00       15       2       0.00       0.00         Subtotal:       4.00       2       0.00       0.00       0.00         NEEBAM AKrebs       DONN CH 101 LA College Ch I       CCN       5.00       20       3       0.00       0.00         NOEK       KKroen       DONN NU       100       E       KSPN Fnd of Nursing MAIN       4.00       25       24       0.00       0.00         NOEK       KKroen       DONN NU       101       E       KSPN Fnd of Nursing MAIN       1.00       25       24       0.00       0.00         NOEK       KKroen       DONN NU       101       E       KSPN Fnd Nurs Clncl       MAIN       1.00       25       24       0.00       0.00         NCKJ       JLackey       DONN NU       201       DA KSPN Nrs Cr Ad II Cl MAIN       0.99       10       8       0.00       0.00       0.00         NCKJ       JLackey       DONN EN       140       Ll Public Speaking       LCF       3.00       15       6       0.00       0.00       0.00       0.00       0.00       0.00       0.00       0.00       0.00       0.00       0.00       0.00 <td></td> <td> 1</td> <td></td> <td></td> <td></td> <td>5</td> <td>LCF</td> <td></td> <td></td> <td>2</td> <td>0.00</td> <td></td> <td></td>		1				5	LCF			2	0.00		
Subtotal:         4.00         2         0.00         0.00           MEBAM AKrebs         DONN CH 101 LA College Ch I         CCN         5.00         20         3         0.00         0.00           Subtotal:         5.00         20         3         0.00         0.00           Subtotal:         5.00         20         3         0.00         0.00           NOEK         KKroen         DONN NU 100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           Subtotal:         5.00         48         0.00         0.00         0.00         0.00           NHLP         PKuhlmann         DONN NU 201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00           NCKJ         JLackey         DONN EN 140         L1 Public Speaking         LCF         3.00         15         6         0.00         0.00         .00         .000         .						Subtotal:		6.00		9	0.00	0.00	
NEBAM AKrebs       DONN CH       101       LA College Ch I       CCN       5.00       20       3       0.00       0.00         Subtotal:       5.00       3       0.00       0.00       0.00         NOEK       KKroen       DONN NU       100       E       KSPN Fnd of Nursing MAIN       4.00       25       24       0.00       0.00         NUE       DONN NU       101       E       KSPN Fnd of Nurs Clacl       MAIN       1.00       25       24       0.00       0.00         NUE       DONN NU       101       E       KSPN Fnd Nurs Clacl       MAIN       1.00       25       24       0.00       0.00         NUL       DONN NU       201       DA KSPN Nrs Cr Ad II Cl MAIN       0.99       10       8       0.00       0.00         NUCKJ       JLackey       DONN EN       140       L1 Public Speaking       LCF       3.00       15       6       0.00       0.00         NEA       ALane       DONN HC       107       D       Med Terminology       MAIN       3.00       10       25       15       0.00       0.00       *         NEA       ALane       DONN NU       104       DA KSPN Nrsg Adlt I Cln MAIN <td>AMSS</td> <td>SHamsa</td> <td>DONN M</td> <td>085</td> <td>L1</td> <td>Basic Algebra</td> <td>LCF</td> <td>4.00</td> <td>15</td> <td>2</td> <td>0.00</td> <td>0.00</td> <td></td>	AMSS	SHamsa	DONN M	085	L1	Basic Algebra	LCF	4.00	15	2	0.00	0.00	
Subtotal:         5.00         3         0.00         0.00           NOEK         KKroen         DONN NU         100         E         KSPN Fnd of Nursing MAIN         4.00         25         24         0.00         0.00           Subtotal:         5.00         48         0.00         0.00         0.00           Subtotal:         5.00         48         0.00         0.00           HLP         PKuhlmann         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00           MCKJ         JLackey         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00           NCKJ         JLackey         DONN NU         140         L1 Public Speaking         LCF         3.00         15         6         0.00         0.00           NEA         ALane         DONN NU         100         D         KSPN Fnd of Nursing         MAIN         3.00         10         6         0.00         0.00         * #           DONN NU         104         DA KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00         * # <td></td> <td></td> <td></td> <td></td> <td></td> <td>Subtotal:</td> <td></td> <td>4.00</td> <td>-</td> <td>2</td> <td>0.00</td> <td>0.00</td> <td></td>						Subtotal:		4.00	-	2	0.00	0.00	
NOEK         KKroen         DONN NU         100         E         KSPN Fnd of Nursing MAIN DONN NU         4.00         25         24         0.00         0.00           Subtotal:         Subtotal:         5.00         48         0.00         0.00           HLP         PKuhlmann         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00           NEA         JLackey         DONN EN         140         L1 Public Speaking         LCF         3.00         15         6         0.00         0.00           NEA         ALane         DONN NU         100         D KSPN Fnd of Nursing Subtotal:         MAIN         3.00         16         0.00         0.00         * #           NEA         ALane         DONN NU         100         D KSPN Fnd of Nursing DONN NU         MAIN         3.00         16         0.00         0.00         * #           DONN NU         104         DA KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00           NNEA         ALane         DONN NU         104         DA KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00	REBAM	AKrebs	DONN CI	H 101	LA	College Ch I	CCN	5.00	20	3	0.00	0.00	
DONN NU         101         E         KSPN Fnd Nurs Clncl         MAIN         1.00         25         24         0.00         0.00           Subtotal:         5.00         48         0.00         0.00         0.00           HLP         PKuhlmann         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00         * #           Subtotal:         0.99         8         0.00         0.00         * #           NCKJ         JLackey         DONN EN         140         L1         Public Speaking         LCF         3.00         15         6         0.00         0.00           NEA         ALane         DONN NU         100         D         KSPN Fnd of Nursing MAIN         3.00         125         15         0.00         0.00           NEA         ALane         DONN NU         100         D         KSPN Fnd of Nursing MAIN         3.00         10         6         0.00         0.00           DONN NU         104         DA KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00           DONN NU         207         A Nursing Pathophys         MAIN         3.00         <						Subtotal:		5.00		3	0.00	0.00	
DONN NU         101         E         KSPN Fnd Nurs Clncl         MAIN         1.00         25         24         0.00         0.00           Subtotal:         5.00         48         0.00         0.00         0.00           HLP         PKuhlmann         DONN NU         201         DA KSPN Nrs Cr Ad II Cl MAIN         0.99         10         8         0.00         0.00         * #           Subtotal:         0.99         8         0.00         0.00         * #           NCKJ         JLackey         DONN EN         140         L1         Public Speaking         LCF         3.00         15         6         0.00         0.00           NEA         ALane         DONN NU         100         D         KSPN Fnd of Nursing MAIN         3.00         125         15         0.00         0.00           NEA         ALane         DONN NU         100         D         KSPN Fnd of Nursing MAIN         3.00         10         6         0.00         0.00           DONN NU         104         DA KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00           DONN NU         207         A Nursing Pathophys         MAIN         3.00         <				- 100	_			4 0 0	0.5	0.4	0 0 0		
Subtotal:       5.00       48       0.00       0.00         WHLP       PKuhlmann       DONN NU       201       DA KSPN Nrs Cr Ad II Cl MAIN       0.99       10       8       0.00       0.00       * #         Subtotal:       0.99       8       0.00       0.00       * #         ACKJ       JLackey       DONN EN       140       L1 Public Speaking       LCF       3.00       15       6       0.00       0.00         NEA       ALane       DONN HC       107       D       Med Terminology       MAIN       3.00       15       0.00       0.00       0.00         NEA       ALane       DONN NU       100       D KSPN Fnd of Nursing MAIN       3.20       25       15       0.00       0.00       * #         DONN NU       104       DK KSPN Nrsg Adlt I Cln MAIN       3.00       10       6       0.00       0.00       * #         DONN NU       207       A Nursing Pathophys       MAIN       1.50       25       14       0.00       0.00       * #         DONN NU       208       D Advanced Skills       MAIN       3.00       16       16       0.00       0.00       * #         DONN NU       2091	ROEK	KKroen											
HLP       PKuhlmann       DONN NU       201       DA KSPN Nrs Cr Ad II Cl MAIN       0.99       10       8       0.00       0.00       *       #         MCKJ       JLackey       DONN EN       140       L1       Public Speaking       LCF       3.00       15       6       0.00       0.00       *       #         MCKJ       JLackey       DONN EN       140       L1       Public Speaking       LCF       3.00       15       6       0.00       0.00       *       #         MNEA       ALane       DONN HC       107       D       Med Terminology       MAIN       3.00       10       6       0.00       0.00       *       #         DONN NU       100       D       KSPN Fnd of Nursing MAIN       3.20       25       19       0.00       0.00       *       #         DONN NU       104       DC KSPN Nrsg Adlt I Cln MAIN       3.00       10       6       0.00       0.00       *       #         DONN NU       208       D       Advanced Skills       MAIN       3.00       16       16       0.00       0.00       *       #         DONN NU       2091       DA Med Surg III Clinic       MAIN			DONN N	101	Ł	KSPN FNG NUTS CINCI	MAIN	1.00	25		0.00	0.00	
Subtotal:         0.99         8         0.00         0.00           ACKJ JLackey         DONN EN 140 L1 Public Speaking         LCF         3.00         15         6         0.00         0.00           Subtotal:         3.00         6         0.00         0.00         0.00           ALANE         DONN HC 107 D Med Terminology         MAIN         1.00         25         15         0.00         0.00           NNEA         ALane         DONN NU 100 D KSPN Fnd of Nursing MAIN         3.20         25         19         0.00         0.00         **           DONN NU 104 DA KSPN Nrsg Adlt I Cln MAIN         3.00         10         6         0.00         0.00         **           DONN NU 104 DC KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00         **           DONN NU 207 A Nursing Pathophys         MAIN         3.00         16         16         0.00         0.00         **           DONN NU 208 D Advanced Skills         MAIN         1.50         15         15         0.00         0.00         **           Subtotal:         16.20         89         0.00         0.00         **         *						Subtotal:		5.00		48	0.00	0.00	
ACKJ JLackey         DONN EN         140         L1         Public Speaking         LCF         3.00         15         6         0.00         0.00           Subtotal:         3.00         6         0.00         0.00         0.00           ANEA         ALane         DONN HC         107         D         Med Terminology         MAIN         1.00         25         15         0.00         0.00           ANEA         ALane         DONN HC         107         D         Med Terminology         MAIN         3.20         25         19         0.00         0.00           DONN NU         104         DA KSPN Fnd of Nursing         MAIN         3.00         10         6         0.00         0.00           DONN NU         104         DC KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00           DONN NU         207         A         Nursing Pathophys         MAIN         3.00         16         16         0.00         0.00           DONN NU         208         D         Advanced Skills         MAIN         1.50         15         0.00         0.00           Bubtotal:         Ide.20         89         0.000         0.	JHLP	PKuhlmann	DONN NU	J 201	DA	KSPN Nrs Cr Ad II Cl	MAIN	0.99	10	8	0.00	0.00 *	#
Subtotal:       3.00       6       0.00       0.00         ANEA ALane       DONN HC 107 D Med Terminology       MAIN       1.00 25 15 0.00       0.00         DONN NU 100 D KSPN Fnd of Nursing MAIN       3.20 25 19 0.00       0.00       0.00 * #         DONN NU 104 DA KSPN Nrsg Adlt I Cln MAIN       3.00 10 6 0.00       0.00       *         DONN NU 104 DC KSPN Nrsg Adlt I Cln MAIN       3.00 10 4 0.00       0.00       *         DONN NU 207 A Nursing Pathophys       MAIN       1.50 25 14 0.00       0.00 * #         DONN NU 208 D Advanced Skills       MAIN       3.00 16 16 0.00       0.00         DONN NU 2091 DA Med Surg III Clinic MAIN       1.50 15 15 0.00       0.00 * #         Subtotal:       16.20       89       0.00       0.00						Subtotal:		0.99		8	0.00	0.00	
NEA         ALane         DONN HC         107         D         Med         Terminology         MAIN         1.00         25         15         0.00         0.00         0.00         * #           DONN NU         100         D         KSPN Fnd of Nursing         MAIN         3.20         25         19         0.00         0.00         * #           DONN NU         104         DA         KSPN Nrsg Adlt I Cln MAIN         3.00         10         6         0.00         0.00         * #           DONN NU         104         DC KSPN Nrsg Adlt I Cln MAIN         3.00         10         4         0.00         0.00         * #           DONN NU         207         A         Nursing Pathophys         MAIN         1.50         25         14         0.00         0.00         * #           DONN NU         208         D         Advanced Skills         MAIN         3.00         16         16         0.00         0.00         * #           DONN NU         2091         DA         Med Surg III Clinic         MAIN         1.50         15         0.00         0.00         * #           Subtotal:         I6.20         89         0.00         0.00 <td>ACKJ</td> <td>JLackey</td> <td>DONN EI</td> <td>140</td> <td>L1</td> <td>Public Speaking</td> <td>LCF</td> <td>3.00</td> <td>15</td> <td>6</td> <td>0.00</td> <td>0.00</td> <td></td>	ACKJ	JLackey	DONN EI	140	L1	Public Speaking	LCF	3.00	15	6	0.00	0.00	
DONN NU       100       D       KSPN Fnd of Nursing MAIN       3.20       25       19       0.00       0.00 * #         DONN NU       104       DA KSPN Nrsg Adlt I Cln MAIN       3.00       10       6       0.00       0.00       *       #         DONN NU       104       DC KSPN Nrsg Adlt I Cln MAIN       3.00       10       4       0.00       0.00       *       #         DONN NU       207       A Nursing Pathophys       MAIN       1.50       25       14       0.00       0.00       *       #         DONN NU       208       D       Advanced Skills       MAIN       3.00       16       16       0.00       0.00       *       #         DONN NU       2091       DA Med Surg III Clinic       MAIN       1.50       15       15       0.00       0.00       *       #         Subtotal:         NSD DLyn-Sue       DONN BS       102       L1       Prin of Management       LCF       3.00       20       9       0.00       0.00						Subtotal:		3.00		6	0.00	0.00	
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DONN NU       104       DC KSPN Nrsg Adlt I Cln MAIN       3.00       10       4       0.00       0.00         DONN NU       207       A Nursing Pathophys       MAIN       1.50       25       14       0.00       0.00       * #         DONN NU       208       D       Advanced Skills       MAIN       3.00       16       16       0.00       0.00       * #         DONN NU       2091       DA Med Surg III Clinic       MAIN       1.50       15       0.00       0.00       * #         Subtotal:         The colspan="4">16.20       89       0.00       0.00						2							#
DONN NU       207       A       Nursing Pathophys       MAIN       1.50       25       14       0.00       0.00       * #         DONN NU       208       D       Advanced Skills       MAIN       3.00       16       16       0.00       0.00       * #         DONN NU       2091       DA Med Surg III Clinic       MAIN       1.50       15       15       0.00       0.00       * #         Subtotal:         TNSD       DLyn-Sue       DONN BS       102       L1       Prin of Management       LCF       3.00       20       9       0.00       0.00						-							
DONN NU       208       D Advanced Skills       MAIN       3.00       16       16       0.00       0.00         DONN NU       2091       DA Med Surg III Clinic       MAIN       1.50       15       15       0.00       0.00       * #         Subtotal:       I6.20       89       0.00       0.00       0.00         NSD       DLyn-Sue       DONN BS       102       L1       Prin of Management       LCF       3.00       20       9       0.00       0.00													#
DONN NU       2091 DA Med Surg III Clinic       MAIN       1.50       15       15       0.00       0.00       * #         Subtotal:       16.20       89       0.00       0.00       * #         YNSD DLyn-Sue       DONN BS       102       L1 Prin of Management       LCF       3.00       20       9       0.00       0.00						J 1 1							1F
NSD DLyn-Sue DONN BS 102 L1 Prin of Management LCF 3.00 20 9 0.00 0.00													#
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TO         Name         Old Deptorsesse         File         sector i         Sector i         Credit off self         Course i         Course ii         Course iii         Course iiii         Course iiii         Course iiiiii         Course iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	INST	RUCTOR		COURSE				SEAT	s	-Contact H	s
MARTYN         MMartin         DONN NU         201         EA KSIN NES CF Ad II CI MAIN DONN NU         3.00         10         7         0.00         0.00           DONN NU         201         EB KSIN NES CF Ad II CI MAIN DONN NU         3.00         10         7         0.00         0.00           DONN NU         215         D         Maternal Child WIRS         MANN         2.00         13         13         0.00         0.00           NEADN         Med surg IV         MAIN         3.00         13         13         0.00         0.00           NEADN         MMeade         DONN ND         215         D         0.00         0.00         0.00         0.00           NEADN         MMeade         DONN ND         11         SA First T Experience MAIN         3.00         13         13         0.00         0.00         0.00           MUTU         JMUITU         JMUITU         MAIN N         3.00         18         10         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.						Sess X-List					
DONN NU 201 E8 KNPN NE Cr Ad II (1 MAIN DONN NU 215 D Maternal Child SFam MAIN Subtral:         3.00         15         2         0.00         0.00           MMANN DONN NU 215 D Maternal Child SFam MAIN DONN NU 215 D Maternal Child SFam MAIN DONN NU 215 D Maternal Child SFam MAIN DONN NU 215 D Maternal Child SFam MAIN Subtral:         15.00         13         13         0.00         0.00           MMANN MMEade         DONN FA 112 A Drawing I BONN SF 039 SA Accel. Read Writ DONN SL 136 A Physiology and Anato MAIN DONN SL 136 A Physiology and Anato MAIN DONN SL 136 A Physiology and Anutri MAIN Subtral:         3.00         20         8         0.00         0.00           MULTJ JMulthauf DONN SL 101 A Fund of Phys Science MAIN DONN SL 102 A Prin of Management DONN SL 102 A Prin of Account II LCF DONN SL 102 A Prin of Management DONN SL 102 LI Prin of Account II LCF DONN SL 100 LI MAIN RES					Subtotal:		6.00		12	0.00	0.00
DONN NU 201 E8 KNPN NE Cr Ad II (1 MAIN DONN NU 215 D Maternal Child SFam MAIN Subtral:         3.00         15         2         0.00         0.00           MMANN DONN NU 215 D Maternal Child SFam MAIN DONN NU 215 D Maternal Child SFam MAIN DONN NU 215 D Maternal Child SFam MAIN DONN NU 215 D Maternal Child SFam MAIN Subtral:         15.00         13         13         0.00         0.00           MMANN MMEade         DONN FA 112 A Drawing I BONN SF 039 SA Accel. Read Writ DONN SL 136 A Physiology and Anato MAIN DONN SL 136 A Physiology and Anato MAIN DONN SL 136 A Physiology and Anutri MAIN Subtral:         3.00         20         8         0.00         0.00           MULTJ JMulthauf DONN SL 101 A Fund of Phys Science MAIN DONN SL 102 A Prin of Management DONN SL 102 A Prin of Account II LCF DONN SL 102 A Prin of Management DONN SL 102 LI Prin of Account II LCF DONN SL 100 LI MAIN RES	MARTM	MMartin	DONN NU	201	EA KSPN Nrs Cr Ad II C	1 MATN	3 00	10	7	0 00	0 00
DONN NU 225 D Med Surg IV         MAIN         3.00         15         2         0.00         0.00           Subtal:         15.00         23         0.00         0.00           MEADM MMeade         DONN FA 112 A Drawing I         MAIN         3.00         13         13         0.00         0.00           MEADM MMeade         DONN FA 112 A Drawing I         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMOffet         DONN AS 101 SA First Y Experience         MAIN         3.00         18         10         0.00         0.00           MOFFG         GMOffet         DONN AS 101 SA First Y Experience         MAIN         3.00         18         10         0.00         0.00           MULJ J         JMulthauf         DONN BE 136 A Physiology and Anato MAIN         4.00         32         23         0.00         0.00           MULJ J         JMulthauf         DONN BL 1361 A Fund of Phys Science MAIN         3.00         32         23         0.00         0.00           MULJ J         JMulthauf         DONN BC 101 A Fund of Phys Science MAIN         3.00         20         0.00         0.00           MUNJ JMunoz         DONN BS 102 C A Prin of Management MAIN BS102         3.0		111101 0111									
DONN NU 227         D         Med Surg IV         MAIN         4.00         15         7         0.00         0.00           MEADM         MMeade         DONN FA         112         A         Drawing I         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMOFFA         112         A         Drawing I         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMOFFA         101         SA First Yr Experience MAIN         3.00         16         0.000         0.000           DONN ST         039         SA Accel. Read Writ         MAIN         3.00         18         10         0.00         0.00           NULTJ         JMulthauf         DONN BL         1361         A         Physiology and Anato MAIN         4.00         32         23         0.00         0.00           NULTJ         JMulthauf         DONN BL         1361         A         Physiology and Anato MAIN         4.00         32         23         0.00         0.00           NULTJ         JMultAu         DONN BL         136         A         Physiology and Anato MAIN         1.00         22         21         0.00			DONN NU	202	D KSPN Mat Chld Nurs	MAIN	2.00	25	0	0.00	0.00
Subtshi:         15.00         23         0.00         0.00           MEADM         MMeade         DONN FA         112         A Drawing I         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMoffet         DONN AS         101         SA First Yr Experience         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMoffet         DONN AS         101         SA First Yr Experience         MAIN         3.00         18         10         0.00         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN         4.01         32         23         0.00 <td< td=""><td></td><td></td><td>DONN NU</td><td>215</td><td>D Maternal Child &amp; Fa</td><td>m MAIN</td><td>3.00</td><td>15</td><td>2</td><td>0.00</td><td>0.00</td></td<>			DONN NU	215	D Maternal Child & Fa	m MAIN	3.00	15	2	0.00	0.00
MEADM         NMMeade         DONN FA         112         A Drawing I         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMoffet         DONN AS         101         SA First Yr Experience         MAIN         3.00         13         13         0.00         0.00           MOFFG         GMoffet         DONN SF         101         SA First Yr Experience         MAIN         3.00         18         10         0.00         0.00           MULTJ         JMulthauf         DONN SF         099         SA Accel. Read Writ         MAIN         3.00         18         10         0.00         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN         4.00         32         23         0.00         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN         4.00         32         23         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.			DONN NU	227	D Med Surg IV	MAIN	4.00	15	7	0.00	0.00
Subtati:         3.00         13         0.00         0.00           MOFFG         GMoffet         DONN & N 111         SP English Comp I         MAIN         3.00         18         10         0.00         0.00           DONN EN         111         SP English Comp I         MAIN         3.00         18         10         0.00         0.00           BUNDAD         Subtati:         9.00         30         0.00         0.00         0.00           MULTJ         JMulthauf         DONN EL         136         A Fhysiology and Anato MAIN         4.00         32         23         0.00         0.00           DONN EL         136         A Fhysiology and Anato MAIN         1.00         32         23         0.00         0.00           DONN EL         136         A Fhysiology and Anato MAIN         1.00         32         23         0.00         0.00           DONN EL         136         A Hunan Body and Nutri MAIN         3.00         22         21         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry 6 Bhyr ONL         3.00         20         8         0.00         0.00           DONN BS         102         A Pri					Subtotal:		15.00		23	0.00	0.00
MOFFG         GM offet         DONN AS         101         SA First Yr Experience MAIN DONN SF 109         SA Accel. Read First Yr Experience MAIN DONN SF 109         SA Accel. Read First Yr Experience MAIN DONN SF 099         SA Accel. Read Writ         MAIN MAIN         3.00         18         10         0.00         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN DONN BL         40.00         22         3         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN DONN BL         40.00         32         23         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN DONN SC         101         A Fund of Phys Science MAIN         3.00         22         21         0.00         0.00           MUNDJ         JMunoz         DONN LD         403         OL organzal Thry s Bnyr ONL         3.00         20         8         0.00         0.00           MUNDJ         JMunoz         DONN BS         102         A Prin of Management MAIN BS102         3.00         20         14         0.00         0.00           DONN BS         102         D Fin of Management MAIN BS102         3.00	MEADM	MMeade	DONN FA	112	A Drawing I	MAIN	3.00	13	13	0.00	0.00
DONN EN         111         SF English Comp I         MAIN         3.00         18         10         0.00         0.00           MULTJ         JMulthauf         DONN SE         136         A Physiology and Anato MAIN         4.00         32         2.3         0.00         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN         4.00         32         2.3         0.00         0.00           DONN SC         101 A         Fund of Phys 6 Anat Lab         MAIN         1.00         32         2.3         0.00         0.00           DONN SC         101 A         Fund of Phys 6 Anat Lab         MAIN         1.00         32         2.3         0.00         0.00           MUNOJ         DUNN SC         101 A         Fund of Phys 6 Anat Lab         MAIN         5.00         2.2         2.0         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry 6 Bhyr ONL         3.00         20         8         0.00         0.00           MUNOJ         JMunoz         DONN BS         102         A         Frin of Management         NAIN BS102         3.00         20         14         0.00					Subtotal:		3.00		13	0.00	0.00
DONN EN         111         SF English Comp I         MAIN         3.00         18         10         0.00         0.00           MULTJ         JMulthauf         DONN SE         136         A Physiology and Anato MAIN         4.00         32         2.3         0.00         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN         4.00         32         2.3         0.00         0.00           DONN SC         101 A         Fund of Phys 6 Anat Lab         MAIN         1.00         32         2.3         0.00         0.00           DONN SC         101 A         Fund of Phys 6 Anat Lab         MAIN         1.00         32         2.3         0.00         0.00           MUNOJ         DUNN SC         101 A         Fund of Phys 6 Anat Lab         MAIN         5.00         2.2         2.0         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry 6 Bhyr ONL         3.00         20         8         0.00         0.00           MUNOJ         JMunoz         DONN BS         102         A         Frin of Management         NAIN BS102         3.00         20         14         0.00	MOREC	CMoffot	DONN AC	101	CA First Vr Europiscos	ΜΛΤΝ	2 0 0	2.0	1.0	0 00	0 00
DONN SF         0.99         SA Accel. Read Writ         MAIN         3.00         18         10         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A Physiology and Anato MAIN         4.00         32         23         0.00         0.00           MULTJ         JMulthauf         DONN BL         1361         A Phys schology and Anato MAIN         4.00         32         23         0.00         0.00           DONN BL         160         A Human Body and Nutri MAIN         3.00         20         2         0.00         0.00           DONN SC         101         A Fund of Phys Science MAIN         5.00         22         21         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry & Bhyr ONL         3.00         20         8         0.00         0.00           SIDC AL         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           DONN BS         116         A Business Communicati MAIN BS102         3.00         20         6         0.00         0.00           DONN BS         116         OL Business Communicati MAIN BS210         3.00         20	MOFFG	GMOIIEt			-						
Subtotal:         9.00         30         0.00         0.00           MULTJ         JMulthauf         DONN BL         136         A         Physiology and Anato MATN         4.00         32         23         0.00         0.00           DONN BL         1361         A         Phys 6 Anat Lab         MATN         1.00         32         23         0.00         0.00           DONN BL         160         A         Human Body and Nutri MATN         3.00         32         23         0.00         0.00           DONN SC         101         A         Pund of Phys Science MAIN         5.00         22         21         0.00         0.00           MUNOJ         JMunoz         DONN BS         102         O Organzal Thry & Bhyr ONL         3.00         20         8         0.00         0.00           MUNOJ         JMunoz         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         ONL BS102         3.00         20         14         0.00         0.00         0.00         0.00         0.00 <td></td> <td></td> <td></td> <td></td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>					5						
MULTJ         JMulthauf         DONN BL         136         A         Physiology and Anato MAIN DONN BL         44.00 1.00         32         23 2.3         0.00         0.00 0.00           DONN BL         160         A         Human Body and Nutri MAIN DONN SC         100         32         23 0.00         0.00         0.00           Subtotal:         13.00         32         23 0.00         0.00         0.00           MUNOJ         JMunoz         DONN BL         40.3         OL Organzal Thry & Ehvr ONL         3.00         20         8         0.00         0.00           MUNOJ         JMunoz         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         8         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00         0.00           OBNN BS         116         A         Business Communicati MAIN BS102         3.00         20         4         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00											
DONN BL         1361 A         Phys & Anat Lab         MAIN         1.00         32         2.3         0.00         0.00           DONN SC         101 A         Human Body and Nutri MAIN         3.00         30         22         0.00         0.00           Subtotal:         13.00         30         22         21         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry & Bhvr ONL         3.00         20         8         0.00         0.00           Subtotal:         3.00         20         8         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           DONN BS         116         A Business Communicati MAIN BS116         3.00         20         5         0.00         0.00           DONN BS         116         OL Business Communicati MAIN BS116         3.00         20         4         0.00         0.00           DONN BS         120         OL Human Resource Mgmt         DL BS210         3.00         20         6         0.00         0.00           DONN BS <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>9.00</td> <td></td> <td>50</td> <td>0.00</td> <td>0.00</td>							9.00		50	0.00	0.00
DONN BL         160         A         Human Body and Nutri MAIN         3.00         30         22         21         0.00         0.00           Subtoal:         DONN SC         101         A         Fund of Phys Science MAIN         5.00         22         21         0.00         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry & Bhyr ONL         3.00         20         8         0.00         0.00         0.00           MUNOJ         JMunoz         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         ONL BS102         3.00         20         14         0.00         0.00           DONN BS         116         A Business Communicati         MAIN BS116         3.00         20         5         0.00         0.00           DONN BS         116         OL Business Communicati         MAIN BS210         3.00         20         4         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00	MULTJ	JMulthauf			1 51	o MAIN					
DONN SC         101         A         Fund of Phys Science MAIN         5.00         22         21         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry & Bhvr ONL         3.00         20         89         0.00         0.00           MUNOJ         JMunoz         DONN LD         403         OL Organzal Thry & Bhvr ONL         3.00         20         8         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         6         0.00         0.00           DONN BS         116         OL Business Communicati MAIN BS102         3.00         20         4         0.00         <					2						
MUNOJ JMunoz         DONN LD         403         OL Organzal Thry & Bhvr ONL         3.00         20         8         0.00         0.00           Subtotal:         3.00         20         8         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         8         0.00         0.00           DONN BS         116         A         Business Communicati         MAIN BS116         3.00         20         5         0.00         0.00           DONN BS         116         A         Business Communicati         MAIN BS116         3.00         20         6         0.00 <td< td=""><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td></td<>					-						
MUNOJ JMunoz         DONN LD         403         OL Organzal Thry & Bhvr ONL         3.00         20         8         0.00         0.00           Subtotal:         3.00         20         8         0.00         0.00           OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           DONN BS         102         OL Prin of Management         ONL BS102         3.00         20         14         0.00         0.00           DONN BS         102         OL Prin of Management         MAIN BS102         3.00         20         5         0.00         0.00           DONN BS         116         OL Business Communicati         MAIN BS116         3.00         20         4         0.00         0.00           DONN BS         210         A Human Resource Mgmt         MIN BS210         3.00         20         4         0.00         0.00           DONN BS         210         DI Human Resource Mgmt         LCF         3.00         20         4         0.00         0.00           DONN BS         122         L2         Prin of Account II         LCF         3.00			DOWN SC	101	_	e main		22			
Subtotal:         3.00         8         0.00         0.00           OBRIM MOBrien         DONN BS 102         A Prin of Management MAIN BS102         3.00         20         14         0.00         0.00           DONN BS 102         OL Prin of Management MAIN BS102         3.00         20         14         0.00         0.00           DONN BS 116         A Business Communicati MAIN BS106         3.00         20         5         0.00         0.00           DONN BS 116         A Business Communicati MAIN BS116         3.00         20         5         0.00         0.00           DONN BS 210         A Human Resource Mgmt MIN BS210         3.00         20         4         0.00         0.00           DONN BS 210         L Human Resource Mgmt LCF         3.00         20         4         0.00         0.00           DONN BS 210         L1 Human Resource Mgmt LCF         3.00         20         4         0.00         0.00           DONN BS 122         L1 Prin of Account II         LCF         3.00         20         1         0.00         0.00           OETTD DOetting         DONN BS 122         L2 Prin of Account II         LCF         3.00         20         1         0.00         0.00         0.00											
OBRIM         MOBrien         DONN BS         102         A         Prin of Management         MAIN BS102         3.00         20         14         0.00         0.00           DONN BS         102         OL Prin of Management         ONL BS102         3.00         20         14         0.00         0.00           DONN BS         116         A         Business Communicati         MAIN BS116         3.00         20         5         0.00         0.00           DONN BS         116         OL Business Communicati         MAIN BS116         3.00         20         4         0.00         0.00           DONN BS         210         A         Human Resource Mgmt         ONL BS210         3.00         20         4         0.00         0.00           DONN BS         152         L1 Intro to Entrepren         LCF         3.00         20         4         0.00         0.00           Subtotal:         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         1         0.00         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         1         0.00	MUNOJ	JMunoz	DONN LD	403		r ONL	3.00	20		0.00	0.00
DONN BS         102         OL Prin of Management DONN BS         ONL         BS102 MAIN         20         6         0.00         0.00           DONN BS         116         A Business Communicati MAIN BS116 DONN BS         3.00         20         5         0.00         0.00           DONN BS         116         A Business Communicati MAIN BS116 DONN BS         3.00         20         4         0.00         0.00           DONN BS         210         A Human Resource Mgmt         MAIN BS210 MAIN BS210         3.00         20         4         0.00         0.00           DONN BS         210         CL Human Resource Mgmt         ONL         BS210         15         0.00         0.00         0.00           DONN BS         11         Human Resource Mgmt         LCF         3.00         20         4         0.00         0.00           DONN BS         122         L1 Prin of Account II         LCF         3.00         20         9         0.00         0.00           OETTD         DONN BS         122         L2 Prin of Account II         LCF         3.00         20         9         0.00         0.00           OTIET         Totieno         DONN IS         410         OL Business Analytics					Subtotal:		3.00		8	0.00	0.00
DONN BS         116         A         Business Communicati         MAIN BS116         3.00         20         5         0.00<	OBRIM	MOBrien					3.00			0.00	
DONN BS         116         OL Business Communicati         ONL         BS116         20         5         0.00         0.00           DONN BS         210         A         Human Resource Mgmt         MAIN BS210         3.00         20         4         0.00         0.00           DONN BS         210         OL Human Resource Mgmt         ONL BS210         3.00         20         6         0.00         0.00           DONN BS         152         L1 Intro to Entrepren         LCF         3.00         20         4         0.00         0.00           DONN BS         210         L1 Human Resource Mgmt         LCF         3.00         20         4         0.00         0.00           Subtotal:         Infor to Entrepren         LCF         3.00         20         9         0.00         0.00           OETTD         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         1         0.00         0.00           OTIET         Totieno         DONN IS         410         OL Business Analytics         ONL         3.00         20         9         0.00         0.00           OTIET         Totieno         DONN LD         302         OL In					2		3 00			0 00	
DONN BS         210         A         Human Resource Mgmt DONN BS         MAIN BS210 OIL DONN BS         3.00         20         4         0.00         0.00           DONN BS         210         OL Human Resource Mgmt DONN BS         11         OL LCF         3.00         20         6         0.00         0.00           DONN BS         210         L1 Human Resource Mgmt LCF         LCF         3.00         20         6         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II LCF         LCF         3.00         20         1         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II LCF         LCF         3.00         20         1         0.00         0.00           OETTD         DOetting         DONN BS         122         L2 Prin of Account II LCF         LCF         3.00         20         1         0.00         0.00           OTIET         Totieno         DONN IS         410         OL Business Analytics Soubtotal:         ONL         3.00         20         9         0.00         0.00           PARRA         AParra-Gro         DONN HS <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>5.00</td><td></td><td></td><td>0.00</td><td></td></t<>							5.00			0.00	
DONN BS         210         OL Human Resource Mgmt         ONL         BS210         20         6         0.00           DONN BS         152         L1         Intro to Entrepren         LCF         3.00         20         6         0.00         0.00           DONN BS         210         L1         Human Resource Mgmt         LCF         3.00         20         6         0.00         0.00           Subtotal:         15.00         50         0.00         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         1         0.00         0.00           OETTD         DOEtting         DONN BS         122         L2 Prin of Account II         LCF         3.00         20         1         0.00         0.00         0.00           Subtotal:         6.00         10         0.00 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3.00</td> <td></td> <td></td> <td>0.00</td> <td></td>							3.00			0.00	
DONN BS         210         L1 Human Resource Mgmt LCF         3.00         20         4         0.00         0.00           Subtotal:         15.00         50         0.00         0.00         0.00         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         4         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         9         0.00         0.00         0.00           Subtotal:         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         9         0.00								20	6		0.00
Subtotal:         15.00         50         0.00         0.00           OETTD         DOetting         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         9         0.00         0.00           OETTD         DONN BS         122         L2 Prin of Account II         LCF         3.00         20         1         0.00         0.00           OTIET         TOtieno         DONN IS         410         OL Business Analytics         ONL         3.00         20         2         0.00         0.00           OTIET         TOtieno         DONN IS         410         OL Business Analytics         ONL         3.00         20         9         0.00         0.00           OTIET         TOtieno         DONN LD         302         OL Infor Tech Lead Inst ONL         3.00         20         9         0.00         0.00           Subtotal:         6.00         11         0.00         0.00         0.00         0.00           PARRA         AParra-Gro         DONN HS         102         A         Modern World Civiliz MAIN         3.00         24         21         0.000         0.00           Subtotal:         Subtotal:         6.00         24					L1 Intro to Entrepren	LCF					
OETTD         DOetting         DONN BS         122         L1 Prin of Account II         LCF         3.00         20         9         0.00         0.0			DONN BS	210	L1 Human Resource Mgmt	LCF	3.00	20	4	0.00	0.00
DONN BS       122       L2 Prin of Account II       LCF       3.00       20       1       0.00       0.00         Subtotal:       6.00       10       0.00       0.00       0.00         OTIET       DONN LD       302       OL Business Analytics       ONL       3.00       20       2       0.00       0.00         OTIET       DONN LD       302       OL Business Analytics       ONL       3.00       20       2       0.00       0.00         Subtotal:       6.00       11       0.00       0.00       0.00         PARRA       AParra-Gro       DONN HS       102       A       Modern World Civiliz MAIN       3.00       24       21       0.00       0.00         PARRA       AParra-Gro       DONN HS       102       A       Modern World Civiliz MAIN       3.00       24       21       0.00       0.00         Subtotal:       6.00       24       0.00       0.00       0.00         PAYAA       APayan       DONN FY       205       HY Human Growth & Devel MAIN       3.00       32       19       0.00       0.00					Subtotal:		15.00		50	0.00	0.00
Subtotal:         6.00         10         0.00         0.00           OTIET TOTIERO         DONN IS 410 OL Business Analytics ONL DONN LD 302 OL Infor Tech Lead Inst ONL         3.00 20 2 9 0.00         0.00         0.00           Subtotal:         6.00         11         0.00         0.00         0.00           PARRA         AParra-Gro DONN HS 102 A Modern World Civiliz MAIN DONN LD 404 OL Multicult Iss Leader ONL         3.00 24 31         21 0.00 0.00         0.00           Subtotal:         6.00         24         0.00 0.00         0.00         0.00           PARRA         APayan         DONN PY 205 HY Human Growth & Devel MAIN         3.00 32 19         0.00         0.00	OETTD	DOetting	DONN BS	122	L1 Prin of Account II	LCF	3.00	20	9	0.00	0.00
OTIET TOTIEN       DONN IS 410 OL Business Analytics ONL DONN LD 302 OL Infor Tech Lead Inst ONL       3.00 20 9 0.00 0.00 0.00         Subtotal:       6.00 11 0.00 0.00         PARRA AParra-Gro DONN HS 102 A Modern World Civiliz MAIN DONN LD 404 OL Multicult Iss Leader ONL       3.00 24 21 0.00 0.00 0.00         Subtotal:       6.00 20 3 0.00 0.00         PARRA AParra-Gro DONN HS 102 A Modern World Civiliz MAIN DONN LD 404 OL Multicult Iss Leader ONL       3.00 24 3 0.00 0.00 0.00         PAYAA APayan       DONN PY 205 HY Human Growth & Devel MAIN       3.00 32 19 0.00 0.00		-	DONN BS	122	L2 Prin of Account II	LCF	3.00	20	1	0.00	0.00
DONN LD 302       OL Infor Tech Lead Inst ONL       3.00       20       9       0.00       0.00         Subtotal:       6.00       11       0.00       0.00         PARRA AParra-Gro DONN HS       102       A Modern World Civiliz MAIN       3.00       24       21       0.00       0.00         Subtotal:       0.00       20       3       0.00       0.00         PARRA AParra-Gro DONN HS       102       A Modern World Civiliz MAIN       3.00       20       3       0.00       0.00         Subtotal:       0.00       0.00       0.00       0.00       0.00       0.00         PAYAA APayan       DONN PY 205       HY Human Growth & Devel MAIN       3.00       32       19       0.00       0.00					Subtotal:		6.00		10	0.00	0.00
Subtotal:       6.00       11       0.00       0.00         PARRA AParra-Gro DONN HS 102 A Modern World Civiliz MAIN DONN LD 404 OL Multicult Iss Leader ONL Subtotal:       3.00 24 21 0.00 3.00 0.00       0.00 0.00         Subtotal:       6.00       24       0.00 0.00       0.00         PAYAA APayan       DONN PY 205 HY Human Growth & Devel MAIN       3.00 32 19       0.00 0.00	OTIET	TOtieno			1						
PARRA       AParra-Gro       DONN HS       102       A       Modern World Civiliz MAIN       3.00       24       21       0.00       0.00         JONN LD       404       OL Multicult Iss Leader ONL       3.00       20       3       0.00       0.00         Subtotal:       6.00       24       21       0.00       0.00       0.00         PAYAA       APayan       DONN PY       205       HY Human Growth & Devel MAIN       3.00       32       19       0.00       0.00			DONN LD	302		t ONL		20			
DONN LD       404       OL Multicult Iss Leader ONL       3.00       20       3       0.00       0.00         Subtotal:       6.00       24       0.00       0.00       0.00         PAYAA APayan       DONN PY       205       HY Human Growth & Devel MAIN       3.00       32       19       0.00       0.00					Subtotal:		6.00		11	0.00	0.00
Subtotal:         6.00         24         0.00         0.00           PAYAA APayan         DONN PY 205 HY Human Growth & Devel MAIN         3.00         32         19         0.00         0.00	PARRA	AParra-Gro									
PAYAA APayan         DONN PY         205         HY Human Growth & Devel MAIN         3.00         32         19         0.00         0.00			DONN LD	404	OL Multicult Iss Leade	r ONL	3.00	20	3	0.00	0.00
					Subtotal:		6.00		24	0.00	0.00
Subtotal:         3.00         19         0.00         0.00	PAYAA	APayan	DONN PY	205	HY Human Growth & Deve	l MAIN	3.00	32	19	0.00	0.00
					Subtotal:		3.00		19	0.00	0.00

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DONN PROD 2024-4.2 ECSSRR04						Donnell Student Record Teacher Course Load					WED JBAL Page		g
INST	RUCTOR		(	COURSE-					SEAT	s	-Contact Hr	s	
ID	Name	Coll I	Dept	CrseSec	Tit	le	Sess X-List	Credit Of			Course	Student	
PONTN	NPonto	DONN	NU	104	DB	KSPN Nrsg Adlt I Cln	MAIN	3.00	10	8	0.00	0.00	
		DONN				KSPN Nrs Cr Ad II Cl		0.99	10	8	0.00	0.00 *	#
						Subtotal:		3.99		16	0.00	0.00	
ROBIR	RRobinson	DONN	NU	104	ЕC	KSPN Nrsg Adlt I Cln	MAIN	3.00	10	10	0.00	0.00	
		DONN				Medical Surgical III		3.00	15	15	0.00	0.00	
		DONN				Med Surg IV Clinical		3.00	15	7	0.00	0.00	
						Subtotal:		9.00		32	0.00	0.00	
SANCG	GSanchez	DONN	BS	101	L2	Introduction to Bus	LCF	3.00	20	3	0.00	0.00	
		DONN				Business Law II	LCF	3.00	20	5	0.00	0.00	
		DONN	BS	232	OL	Business Law II	ONL	3.00	20	4	0.00	0.00	
						Subtotal:		9.00		12	0.00	0.00	
SHALM	MShalinskv	DONN	NU	204	D	KSPN Care Aging Adlt	MAIN	2.00	25	19	0.00	0.00	
	2	DONN				KSPN Care Aging Adlt		2.00	25	24	0.00	0.00	
		DONN	NU	214	A	Nutrition for Nursin	MAIN	3.00	15	12	0.00	0.00	
						Subtotal:		7.00		55	0.00	0.00	
SHARD	DShareef	DONN	MT	103	A	Intermediate Algebra	MAIN	3.00	16	9	0.00	0.00	
		DONN	ΜT	103	В	Intermediate Algebra	MAIN	3.00	18	9	0.00	0.00	
		DONN	ΜT	117	Α	Math for Liberal Art	MAIN	3.00	18	4	0.00	0.00	
		DONN	ΜT	130	Α	College Algebra	MAIN	3.00	18	12	0.00	0.00	
		DONN	ΜT	136	A	Trigonometry	MAIN	3.00	20	3	0.00	0.00	
						Subtotal:		15.00		37	0.00	0.00	
SNYDE	ESnyder	DONN	ΜT	121	LA	Introduction to Stat	CCN	3.00	20	1	0.00	0.00	
		DONN	ΜT	231	LA	Calc & Analytic Geom	CCN	5.00	20	7	0.00	0.00	
						Subtotal:		8.00		8	0.00	0.00	
STAFS	SStaff	DONN		201		Inter Spanish I	CCN	3.00	20	4	0.00	0.00	
		DONN		201		Inter Spanish I	CCN	3.00	20	4	0.00	0.00	
		DONN		202		(Inter Spanish II)	CCN	3.00	20	1	0.00	0.00	
		DONN DONN		202 203		Inter Spanish II Conversation & Comp	CCN CCN	3.00 3.00	20 18	3 1	0.00	0.00	
						Subtotal:		15.00		 	0.00	0.00	
STIBC	CStibbs	DONN	LD	340	OL	Art & Pract Comm Lea	ONL	3.00	20	5	0.00	0.00	
						Subtotal:		3.00		5	0.00	0.00	
STUEA	AStueve	DONN	PS	111	A	American Government	MAIN	3.00	24	20	0.00	0.00	
						Subtotal:		3.00		20	0.00	0.00	
TURNK	KTurner	DONN	NU	104	ΕB	KSPN Nrsg Adlt I Cln	MAIN	3.00	10	9	0.00	0.00	
						Subtotal:		3.00		9	0.00	0.00	
VANDM	MVanderVen			110	A	The Search for God	MAIN	3.00	30	25	0.00	0.00	
VANDM	MVanderVen	DONN	ΤH	120	Α	The Search for God The Word of God The Word of God	MAIN MAIN	3.00 3.00 3.00	30 20 30	25 9 21	0.00 0.00 0.00	0.00 0.00 0.00	

DONN P ECSSRR	ROD 2024-4.2 04	2			Donnell Student Record Teacher Course Load					WED ( JBALE Page		9:57
INST	RUCTOR		COURSE-					SEATS	5	-Contact Hrs	8	
ID	Name	Coll Dept	CrseSec	. Tit	le	Sess X-List	Credit Of	fr Fil	.1	Course	Student	
					Subtotal:		9.00		55	0.00	0.00	
VARHE	EVarhola	DONN BS	301	OL	Economics for Manage	ONL	3.00	20	8	0.00	0.00	
		DONN BS	402	OL	Surv Acct&Fin Mgmt	ONL	3.00	20	2	0.00	0.00	
		DONN LD	400	0	Ldrshp Fndmntls II	MAIN	3.00	20	5	0.00	0.00	
					Subtotal:		9.00	-	15	0.00	0.00	
WESTJ	Jwestbrook	DONN LD	499	ΗY	BLDR Capstone	MAIN	3.00	20	6	0.00	0.00	
					Subtotal:		3.00	-	6	0.00	0.00	
WILDM	MWilde	DONN PH	112	A	Phil Human Person	MAIN	3.00	20	6	0.00	0.00	
		DONN PH	210	В	Intro to Philosophy	MAIN	3.00	20	9	0.00	0.00	
		DONN PH	211	SL	The Ethics of Every	MAIN	3.00	20	12	0.00	0.00	
		DONN TH	310	A	Theology Hmn Prsn	MAIN	3.00	20	5	0.00	0.00	
					Subtotal:		12.00	-	32	0.00	0.00	
WILSJ	JWilson	DONN IS	304	OL	Disaster Recovery	ONL	3.00	20	7	0.00	0.00	
					Subtotal:		3.00	-	7	0.00	0.00	
ZEITG	GZeit	DONN EN	111	A	English Comp I	MAIN	3.00	20	8	0.00	0.00	
		DONN EN	112	А	English Comp II	MAIN	3.00	20	13	0.00	0.00	
		DONN EN	112	В	English Comp II	MAIN	3.00	20	17	0.00	0.00	
		DONN EN	112	С	English Comp II	MAIN	3.00	20	13	0.00	0.00	
		DONN EN	215	A	Creative Writing	MAIN	3.00	20	6	0.00	0.00	
					Subtotal:		15.00	-	57	0.00	0.00	
					GRAND TOTAL:		====== 362.97		-	0.00	 0.00	

DONN PROD 2024-4.	-	Donnelly College		WED 03/12/2	025 9:57	
ECSSRR04		Student Records / Registration		JBALES		
	Teacher Course Load Report for Term 2025SP		2025SP	Page 6		
INSTRUCTORCOURSE			SEATSContact Hrs			
ID Name	Coll DeptCrseSec Title	Sess X-List	Credit Offr Fill	Course Student	:	
Sort by:	IDs: Instructor, XList, Department, Course, Section					
Selection Criteria:	Term = '2025SP'					
	* indicates that the instructor is not responsible for the full credit hours of the course and that credit hours shown reflect only this instructor's percentage of the course's credit hours.					
	# indicates that the instructor is not responsible for the full contact hours of the course and that the contact hours shown (both course and student) reflect only this instructor's percentage of the course's contact hours as indicated on the course's meetings.					
Records printed:	131 END OF REPORT					



DONNELLY COLLEGE EST. 1949

Review Date: May 24, 2021 Approved by: Administrative Council Responsible Official: Office of Human Resources

## **Policy Statement**

- I. Introduction
  - Appointments to all positions at the College are made on the authority of the President exercised directly or by delegation.
- II. Authorization to Hire
  - The Office of Business Affairs/Human Resources is responsible for recruitment for exempt and non-exempt positions. The Office of Human Resources is to be informed of position vacancies. If not already on file, a current position description which identifies the essential functions of the job must accompany the request to recruit.
- III. Recruitment
  - Upon receipt of the authorization to hire and the job description from the department supervisor, all vacant positions will be advertised by the Office of Human Resources, on campus for at least five working days before it is posted externally. No one currently employed may transfer without advertisement of the position. *The Office of Human Resources must notify the Community of the posting with an attached job description.* After the 5-day internal posting period, positions must be posted to a minimum of three external locations, such as Indeed, Nonprofit Connect, Donnelly's website, The Leaven)
  - All resumes, CVs, cover letters and transcripts must be sent to The Office of Human Resources before being forwarded to the department supervisor.
  - During this five-day period, only internal candidates already employed by the college may apply for the posted position.
  - Requests for external advertisement of a position must be coordinated through the Office of Human Resources and Marketing.
  - Supervisors should not approach employees reporting to other supervisors as potential applicants for vacant positions but should seek an indication of possible interest through the Office of Human Resources.
- IV. Qualifications
  - To be considered for employment in a regular full-time position, an applicant must be seventeen years of age or older. To be considered for temporary or regular part-time employment, an applicant must be at least sixteen years of age.

- An employee returning from extended leave for medical reasons including leave for purposes of childbirth, FMLA, or military leave including National Guard or Reserve duty, and who is eligible for re-employment will be returned, if possible, to the position previously held or to a comparable position.
- A relative of an employee of the College will be considered for employment, transfer or promotion under the policies and procedures ordinarily applicable, except those members of the immediate family may not be assigned to a position in which one would have direct or indirect administrative or supervisory responsibility for the other or be able to influence the terms or conditions of the other person's employment. "Immediate family" is defined as a spouse, child, including adopted and stepchild, parent, parent-in-law, sibling, or legal guardian, and is applicable to all regular or temporary, full-time, and part-time employees.
- All employees are expected to support the College's mission as a Catholic College, including the College's commitment to the teachings of the Catholic Church. All terms and conditions of employment and all associated benefits are subject to and interpreted in accordance with the teachings and practices that the College adopts in accordance with its mission as a Catholic College.

## V. Selection

- Each applicant must complete a background check.
- The department supervisor must notify the Office of Human Resources of the interview committee selected for each position. Each committee must have a minimum of three members: a representative from the hiring department (other than the supervisor), a faculty member and the hiring supervisor.
- The department supervisor is responsible for the selection of the preferred applications in accordance with established qualifications and criteria of the position.
- The hiring committee will establish specific criteria for hire and the hiring Supervisor will create a hiring rubric for each position. Committee members will recommend final candidates to move forward to the President based on rubric results.
- The hiring committee must submit all CVs, resumes, cover letters and official transcripts to the Office of Human Resources and/or the Vice President of Academic and Student Affairs.
- Academic Instructional positions must include a teaching demonstration in the interview process.
- The department supervisor must forward at least three final applicants to the President of the College who will conduct a separate interview.
- The department supervisor must submit an offer letter to the Office of Human Resources prior to notifying the chosen applicant.
- The President may hire senior staff (e.g., Vice Presidents, Compliance Officer, Associate Vice Presidents) and others who report to the President without following the recruitment or selection process set forth in this policy.
- All new hires must have an offer letter on file with the Office of Human Resources.

## VI. Orientation for New Employees

New employees receive an orientation by the Office of Human Resources during the first two weeks of employment. During the orientation, employees will be educated about the College's identity and mission as a Catholic college, will be informed that the terms and conditions of their employment are subject to and interpreted considering that identity and mission, will be familiarized with some of the College policies and be given a review of the benefits available to staff members. Further orientation will be conducted by the department supervisor.

## VII. Initial Review Period

- The first three months of employment at the College are considered an initial review period. The initial review period provides the opportunity for the supervisor to provide guidance and to observe and evaluate the employee's job performance. This also applies to all current employees who have changed positions at the college. If during the initial review period performance is deemed less than satisfactory, the employee may be subject to dismissal.
- Prior to the completion of the third month of the initial review period, the new employee's supervisor must complete an Initial Review performance evaluation and submit it to the Office of Human Resources. Evaluation of the new employee's performance determines if the employee will be retained after the initial review period.
- If the recommendation by the supervisor is not to retain the employee, the supervisor must contact the Director of Human Resources and the President of the College prior to discussing employment termination with the employee. In exceptional circumstances, the probationary period may be extended for a limited period with the approval of the Director of Human Resources.
- Although an initial review period applies to an employee transferred or promoted to a new position, the employee is eligible to use leave, tuition, and other benefits without waiting for the end of the new initial review period.

\*The initial review period does not change the at will relationship, an employee can be terminated/resign at any time, during or after the initial review period.

## VIII. Performance Evaluations

• All employees must have a performance evaluation of file annually. These evaluations are to be completed by the department supervisor and filed with the Office of Human Resources.

## Veterans

Donnelly College is approved by the state approving agency for the training of veterans under the provisions of Section 3675(a) (1) of Title 38, U.S. Code. Any veteran who leaves to perform military service will be re-admitted with the same academic status as when they departed.

## International Student Visa

Donnelly College does not accept F-1 students.

## Visitor Visa

Students with a visitor visa (Business: B-1/Tourism: B-2) are not permitted to take any courses.

## Senior Citizens Program

Donnelly College permits older people (62 or over) to take a maximum of two classes each semester in associate degree programs on a non-credit, space available basis. Enrollment cost for senior citizens is \$60 per credit hour.

## **Placement Testing**

Placement testing is required for students without recent (within the last three years) ACT or SAT scores. The results of the Accuplacer test help place students in appropriate level courses. Accuplacer scores from other institutions may be submitted if they are from the same battery of tests used by Donnelly College and the scores are no more than three years old. Placement testing is free for prospective students; students may re-test one time in one or more areas. The table below shows English and math placements based on test scores:

ACT Average English/Rea ding	Accuplacer Average English/ Reading	College Ready Score (COLR)	English Placement
Below 16 – must take	200 – 226	1	DC PASS literacy class
Accuplacer	227 – 244	2	Success First Accelerated
16 – 17.5	245 - 254	3	Co-Requisite support course
18 or above	255 – 300	4	College-level courses
ACT Math	Accuplacer Math	College Ready Score (COLR)	Math Placement
Below 20 – must take	200 - 234	1	DC PASS math class
Accuplacer	235 – 246	2	MT 085 – Basic Algebra
21 – 22	247 – 262	3	MT 103 – Intermediate Algebra
23 or above	263 – 300	4	Any math course above MT 103

## **Placement Policies**

#### Advanced Placement Test

Donnelly College uses the College Board Advanced Placement Tests to award graduation credit and/or advanced placement in courses. Donnelly College assigns credit rather than a grade. Advanced Placement scores are evaluated for transfer credits like college transfer credits. The table below shows the College's equivalencies

Subject	Score	Equivalent	Credit
Biology	3	BL 101 and 101.1	5
Calculus AB	3	MT 231	5
Calculus BC	3	MT 232	5
Chemistry	3	CH 101	5
Computer Science A	3	IT 111 and IT 123	6
English Language	3	EN 111	3
	4-5	EN 111 and 112	6
English Literature	3	EN 220	3
	4-5	EN 220 and 221	6
Environmental Science	3	BL 141	3
US Government	3	PS 111	3
Human Geography	3	GE 101	3
Physics B	3	PX 110	5
Physics C	3	PX 111	5
Psychology	3	PY 101	3
Spanish Language	3	SP 101	5
	4-5	SP 101 and SP 102	10
Statistics	3	MT 121	3
US History	3	HS 120 and 121	6
World History	3	HS 101 and 102	6

## On behalf of Student Senate:

Subject: Join Us for the Student Senate Open Meeting Tomorrow!

Dear Donnelly Dragons,

We're excited to invite you to our Student Senate Open Meeting tomorrow! This is your chance to share ideas, voice your opinions, and get involved in shaping our school's future. **Date:** September 4, 2024

**Time:** 9:00 AM

Location: Room 229

Whether you're passionate about new initiatives or just curious about how the Student Senate works, we'd love to see you there. Bring your friends and let's make a difference together! Looking forward to seeing you!

Best regards,

Student Senate

Donnelly College See you tomorrow!

## On behalf of Student Senate:

Subject: Join Us for the Student Senate Open Meeting Tuesday, October 1st!

Dear Donnelly Dragons,

We're excited to invite you to our Student Senate Open Meeting tomorrow! This is your chance to share ideas, voice your opinions, and get involved in shaping our school's future.

Date: Tuesday, October 1st Time: 3:15 PM Location: Event Center

Whether you're passionate about new initiatives or just curious about how the Student Senate works, we'd love to see you there. Bring your friends and let's make a difference together! Looking forward to seeing you! Best regards, Student Senate Donnelly College See you next week!

## On behalf of Amanda Pense, Student Senate Advisor:

Congratulations to the newly elected members of the Student Senate for Academic Year 2024-2025. The Student Senate's mission is to represent students! We support student clubs and initiatives, fund club activities, and liaise with Donnelly's administration on behalf of the student body. Please reach out to your student senators to say congratulations, and to let them know what you'd like to see at Donnelly!

## Officers:

President- Evelin Adame Vice President- Arthur Gonzales Secretary- Yolanda Juarez Treasurer- Lilly Cox Communications Liaison - Alondra Villegas Chauira

## Members at Large:

Brad Rodriguez <mark>Hatsyri Sanchez de la Rosa</mark> Julio Rivera Ana Medrano NOTE: Member at Large (Hatsyri) is a Current PN student who was elected.

## Mary L. Pflanz, Ph.D. | Assistant Vice President of Student Affairs | Direct (913) 621-8764 DONNELLY COLLEGE | (913) 621-8700 | 608 N. 18<sup>th</sup> Street | Kansas City, KS 66102 | <u>donnelly.edu</u> <u>Click here to schedule an appointment</u>

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world. Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

students should see an advisor and the financial aid staff before submitting a withdrawal form to the Registrar's Office for processing. However, any verifiable contact (e- mail, phone, mail, etc.) with authorized College personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Faculty may initiate an administrative withdrawal based on non-attendance. In extreme cases (e.g. a disciplinary issue), the Dean of the College may initiate an administrative withdrawal. The student remains responsible for all tuition and fees owed in this instance. The deadline for withdrawal is three weeks before the end of the course; this date is posted on the website under Academic Calendar.

The grade "W" will be issued when a student withdraws from a course. It will appear on the student's academic record but will not be included in the GPA. Courses with a "W" are included in Donnelly's academic expectations as well as the calculation of Satisfactory Academic Progress.

## Refunds

Students who officially withdraw in the Donnelly College Registrar's Office from all the classes for which they are enrolled are entitled to refunds according to the following policy. In cases of a course cancellation or a class schedule revision made by the college, a one hundred percent (100%) refund will be issued.

Withdraw through the third week of classes	50%
Withdraw after the third week of classes	No Refund

Refund calculations are based on the day the student officially drops/withdraws from a class through the Registrar's Office. Official drop/withdrawal means the student notifies the Donnelly Registrar's Office in writing or in person that they will no longer be attending classes.

## Military Refunds

Active duty, National Guard, or reserves students who are called to deploy or active duty during an academic semester are entitled to a full refund of tuition and fees. Students who are drafted and must report for active duty during an academic semester are entitled to receive a full refund of tuition and fees. All refunds are subject to the presentation of official military documentation.

## Graduation

Donnelly College holds one graduation ceremony in May of each year to honor all candidates who complete degree requirements within the academic year.

In October, March and July petitions to graduate are filed with the Registrar who certifies that degree requirements are being met. A graduation fee is assessed at the time of petition. Basic education requirements are to be completed before a student petition for graduation.

Those students who complete requirements in December may receive diplomas without ceremony at the end of the term but may also participate in the ceremonies the following May. Students who lack three or fewer credits to graduate in May will be listed as candidates for July graduation and will be permitted to participate in the May ceremonies provided, they have registered to take the missing course in the summer. Diplomas will be withheld until all requirements are completed. course. Students are expected to complete each assignment without substantive assistance from others, including automated tools.

• Use only with prior permission: Students are allowed to use generative AI tools on assignments in this course only if instructor permission is obtained in advance. Unless permission is given to use these tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

• Use only with acknowledgement: Students are allowed to use generative AI tools on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as "ChatGPT-3. (YYYY, Month DD of query). 'Text of query.'" Material generated using other AI tools should follow a similar citation convention

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one's original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Dean of the College.

## SUPPORT SERVICES

College is an exciting and invaluable experience, but it can also be challenging. Donnelly College offers many resources to help you succeed in your endeavors:

- Free and confidential mental health and wellness services at the Counseling Center
- Academic tutoring and job guidance at the <u>Tutoring Center</u> and <u>Career Services</u>
- Free groceries and hygiene items from the Campus Cupboard

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside of the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside of the classroom will, at all times, be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to sanctions up to and including dismissal from Donnelly College.

## **ATTENDANCE POLICY:**

Instructors will include the <u>specific academic program attendance policy</u> in the syllabus for the class and adhere to the policy for the duration of the course. If a student has exceeded the number of allowed absences or lack of work, faculty will institute an administrative withdrawal based on non-attendance.

## **Absent / Tardiness policy**

(This policy is for all students enrolled in the A.S., A.A., A.A.S. and the Bachelor's in Business Leadership programs at Donnelly College.)

Attendance is one of the most important predictors of college success. Data suggests that those who arrive on time for class have a high academic career success rate.

By the act of enrollment:

a. The student is responsible for all coursework.

b. The student is expected to attend regularly and punctually all classes, laboratories, and any other academic meetings required by the College.

WELLNESS FOR LIFE

# DONNELLY COLLEGE COMMUNITY RESOURCE GUIDE

donnelly.edu/counseling<sup>278</sup>

## DONNELLY COLLEGE

ADMISSIONS BUSINESS OFFICE CAMPUS MINISTRY CAREER SERVICES (913) 621-8706 (913) 621-8768 (913) 621-8776 (913) 621-8732 
 COUNSELING CENTER
 (913) 621-8781

 FINANCIAL AID
 (913) 621-8740

 LIBRARY
 (913) 621-8735

 WELCOME CENTER
 (913) 621-8700

## ADDICTION

#### AL-ANON AND ALATEEN

13005 West 92ND Place Lenexa, KS 66215 (913) 384-4653 al-anon.org/al-anon-in-kansas/ kansas-city-ks

#### ALCOHOLICSANONYMOUS-KANSASCITY AREA CENTRAL OFFICE

200 E. 18th Ave. North Kansas City, MO 64116 (816) 471-7229 www.kc-aa.org

#### COTTONWOOD SPRINGS

13351 S. Arapaho Dr. Olathe, KS 66062 (913) 353-3000 www.cottonwoodsprings.com

# HEARTLAND REGIONAL ALCOHOL & DRUG ASSESSMENT

1321 N. 7тн Sт. Kansas City, KS 66101 (913) 789-0951 www.hradac.com

#### NARCOTICS ANONYMOUS – KANSAS CITY METRO AREA

(800) 561-2250 or (785) 749-6631 www.kansascityna.org

#### RECOVERY AND EMPOWERMENT CENTER

4245 Walnut St. Kansas City, MO 64111 (816) 753-0583

#### SALVATION ARMY

6723 State Ave. Kansas City, KS 66102 (913) 232-5400

#### VALLEY HOPE OF OVERLAND PARK

10114 W. 105th St. Overland Park, KS 66212 (913) 432-4037 valleyhope.org/locations/overland-parkvalley-hope

## AFTER SCHOOL PROGRAM

#### MISSION ADELANTE

22 S. 18th St. Kansas City, KS 66102 (913) 281-6274 www.missionadelante.org

## CALL CENTERS

GLBT NATIONAL HELP CENTER 1-800-246-7743

LIKEME LIGHTHOUSE (816) 753-7770

MHAH COMPASSIONATE EAR WARMLINE (913) 281-2221

POISON CONTROL 1-800-222-1222 **S.O.S. FOR YOUTH HOTLINE** 1-800-825-1295

SUICIDE HOTLINE 1-800-273-TALK or 1-800-273-8255

UNITED WAY 211 211 or (816) 474-5112 www.211kc.org

YOUTH AMERICA HOTLINE 1-800-277-8922

## DENTAL

CABOTWESTSIDE MEDICAL AND DENTAL 2121 SUMMIT ST. KANSAS CITY, MO 64108 (816) 471-0900 www.rodgershealth.org/ ?page=locations-cabot-westside

HEALTH PARTNERSHIP CLINIC – OLATHE

407 S Clairborne Rd., Suite 104 Olathe, KS 66062 (913) 648-2266 www.hpcjc.org

#### INDIAN SPRINGS DENTAL CLINIC

4655 STATE AVE. KANSAS CITY, KS 66102 (913) 287-7977 www.paulelkindds.com

#### JOHNSONCOUNTYCOMMUNITYCOLLEGE DENTAL HYGIENE CLINIC

(913) 469-3808 www.jccc.edu/community-resources/ dental-hygiene-clinic.html

#### KANSAS CITY CARE HEALTH CLINIC

3515 BROADWAY KANSAS CITY, MO 64111 (816) 753-5144 www.kccareclinic.org

#### SAMUEL U. RODGERS HEALTH CENTER

825 Euclid Ave. Kansas City, MO 64124 (816) 474-4920 www.rodgershealth.org

#### SETON CENTER

2816 E. 23rd St. Kansas City, MO 64127 (816) 231-3955 www.setonkc.org

#### SMILES CHANGE LIVES

2405 Grand Street, Suite 300 Kansas City, MO 1-888-900-3554

#### SWOPE HEALTH WYANDOTTE

21 N. 12TH ST. Kansas City, KS 66102 (816) 922-7600 www.swopehealth.org

#### UMKC DENTAL FACULTY PRACTICE

650 E. 25тн St., Room 277 Kansas City, MO 64108 (816) 235-2121 info.umkc.edu/dentalfacultypractice

#### Education Committee 280

## DOMESTIC VIOLENCE

HOPE HOUSE (816) 461-4673 www.hopehouse.net

JOYCE WILLIAMS BATTERED WOMEN'S SHELTER (913) 321-0951

KANSASCITYMETRODOMESTICVIOLENCE CRISIS LINE (816) HOTLINE or (816) 468-5463

KEELER WOMAN'S CENTER KANSAS CITY, KS 913-906-8990 NEWHOUSE (816) 471-5800 www.newhouseshelter.org

ROSE BROOKS CENTER (816) 861-6100 www.rosebrooks.org

SAFEHOME (913) 262-2868 www.safehome-ks.org

THE NATIONAL DOMESTIC VIOLENCE HOTLINE 1-800-799-7233 or 1-800-787-3224 www.thehotline.org

## **EMPLOYMENT ASSISTANCE**

#### CATHOLIC CHARITIES REFUGE

2220 CENTRAL AVE. Kansas City, KS 66102 (913) 621-1504

#### KANSAS DEPARTMENT OF LABOR – KANSAS CITY

4601 State Ave. Kansas City, KS 66102 (913) 596-3500

#### KANSAS DRIVERS LICENSE DEPARTMENT

1951 N. 63rd Dr. Kansas City, KS 66102 (913) 287-2900

KANSAS WORKS (913) 279-2600 www.kansasworks.com

#### METRO LUTHERAN MINISTRY – WYANDOTTE – LEARNING TO EARNING

722 REYNOLDS AVE. Kansas City, KS 66101 913-342-8333 www.mlmkc.org

#### ON DEMAND EMPLOYMENT SERVICES

1718 CENTRAL AVE., SUITE B KANSAS CITY, KS 66102 (913) 371-3212 ondemandemployment.net

#### PEOPLE READY

6601 Parallel Pkwy. Kansas City, KS 66102 (913) 328-0900 www.peopleready.com

#### WOMEN'S EMPLOYMENT NETWORK

920 Main St. Kansas City, MO 64105 (816) 822-8083 kcwen.org

#### WORKFORCE PARTNERSHIP

626 MINNESOTA AVE. KANSAS CITY, KS 66101 (913) 279-2600 www.workforcepartnership.com

## FAMILY NEEDS

#### ANGELS OF GRACE FSC INC

1220 Troop Ave Kansas City, KS 66104 (913) 233-2944

#### BIG BROTHERS BIG SISTERS OF GREATER KANSAS CITY

1709 Walnut St. Kansas City, MO 64108 (816) 561-5269 www.bbbskc.org

#### CHILDCARE AWARE OF KANSAS

626 MINNESOTA AVE. Kansas City, KS 66101 (913) 293-1891 www.ks.childcareaware.org

#### EL CENTRO

650 MINNESOTA AVE. Kansas City, KS 66101 (913) 677-0100 www.elcentroinc.com

#### **GUADALUPE CENTER**

1015 Avenida Cesar E. Chavez Kansas City, MO 64108 (816) 421-1015 guadalupecenters.org

#### HEALTHY FAMILIES HOME SERVICES

(913) 439-6151 (913) 216-1081 Espanol

#### KANSAS STAR BASE

100 S. 20TH ST. KANSAS CITY, KS 66102 (785) 646-7864 kckchamber.chambermaster.com/ list/member/kansas-starbase-kansascity-468

#### MATTIE RHODES CENTER

915 W. 17тн St. Kansas City, MO 64108 (816) 221-2349 www.mattierhodes.org

#### MCKINNEY-VENTO(HOMELESS)PROGRAM

2010 N. 59тн St. Kansas City, KS 66104 (913) 279-2150 kckps.org/index.php/78-departments/ student-services/homeless-programs

#### PARENTS AS TEACHERS

4601 State Ave., Suite 40 Kansas City, KS 66102 (913) 627-4350 parentsasteachers.org

## HOSPICE

#### CATHOLIC COMMUNITY HOSPICE

9740 W. 87th St. Overland Park, KS 66212 (913) 621-5090 catholiccharitiesks.org/hospice

## HOUSING

#### CITY UNION MISSION

1100 East 11тн St. Kansas City, MO 64106 Homeless Hotline (816) 474-9380 cityunionmission.org

CROSSROADS SHELTER

6618 E. TRUMAN RD. KANSAS CITY, MO 64126 (816) 241-6485 salarmymokan.org/emergency-disaster/ housing-feeding

#### KANSAS DEPARTMENT FOR CHILDREN AND FAMILIES

402 State Ave. Kansas City, KS 66101 1-888-369-4777 www.dcf.ks.gov

#### HARBOR LIGHT VILLAGE

6723 State Ave. Kansas City, KS 66102 (913)232-5400 salarmymokan.org/emergency-disaster/ housing-feeding

## KCK HOUSING AUTHORITY

1124 N. 9тн St. Kansas City, KS 66101 (913) 281-3300 www.kckha.org

## LEGAL SERVICES

#### **KANSAS LEGAL SERVICES** 712 State Ave., Suite 200

Topeka, KS 66603 (800) 723-6953 or (913) 621-0200 www.kansaslegalservices.org KC METRO HOUSING (877) 428-8844

SHELTER KC! 1520 CHERRY ST. KANSAS CITY, MO 64108 (816) 348-2387 shelterkc.org

**RESTART** 918 East 9th St. Kansas City, MO 64106 (816) 472-5664 restartinc.org

#### SHEFFIELD PLACE

6604 Е. 12тн St. Kansas City, MO 64126 (816)483-9927 sheffieldplace.org

#### SYNERGY SERVICES

400 E. 6th St. Parkville, MO 64152 (816) 587-4100 www.synergyservices.org

UNITED WAY 211 211 or (816) 474-5112 www.211kc.org

## MEDICAL

#### CHILDREN'S MERCY WEST

4313 STATE AVE. KANSAS CITY, KS 66102 (913) 233-4400 www.childrensmercy.org

#### DUCHESNE CLINIC

636 TAUROMEE AVE. KANSAS CITY, KS 66101 (913) 321-2626 www.duchesneclinic.org

#### HANNAH JOHNSON - FREE EYE CARE

HANNAH@KCFREEEYECLINIC.COM

#### MERCY AND TRUTH MEDICAL MISSIONS

721 N. 31st St. Kansas City, KS 66102 (913) 621-0074 www.mercyandtruth.com

#### QUINDARO FAMILY HEALTHCARE

530 QUINDARO BLVD. KANSAS CITY, KS 66101 (913) 621-0100 www.swbfhc.org

#### SILVER CITY HEALTH CENTER

1428 S. 32ND ST., SUITE 100 KANSAS CITY, KS 66106 (913) 342-2552 www.silvercityhealthcenter.org

#### SOUTHWESTBOULEVARDFAMILYHEALTHCARE

300-340 Southwest Blvd. Kansas City, KS 66103 (913) 722-3100 www.swbfhc.org

#### SWOPE HEALTH WYANDOTTE

21 N. 12TH ST. Kansas City, KS 66102 (816) 922-7600 www.swopehealth.org

#### SWOPE HEALTH WEST

6013 LEAVENWORTH RD. KANSAS CITY, KS 66104 (913) 321-2200 www.swopehealth.org

#### TURNER HOUSE CLINIC

21 N. 12th St., Suite 300 Kansas City, KS 66102 (913) 342-2552 www.thcc.org

#### WYANDOTTECOUNTYHEALTHDEPARTMENT

619 ANN AVE. Kansas City, KS 66101 (913) 573-8855 www.wycokc.org

## MENTAL HEALTH

#### COMPREHENSIVEMENTALHEALTHSERVICES

17844 E. 23rd St. INDEPENDENCE, MO 64057 (816) 254-3652 thecmhs.com

#### CORNERSTONES OF CARE

155 S. 18th St. Suite 100 Kansas City, KS (833) 958-1677 thecmhs.com

#### JOHNSON COUNTY MENTAL HEALTH SERVICES

111 SOUTH CHERRY ST. OLATHE, KS 66061 24 Hour Hotline: (913) 268-0156 Mission: (913) 826-4200 www.jocogov.org/mentalhealth

#### KEELER WOMEN'S CENTER

759 VERMONT, SUITE 100B Kansas City, KS 66101 (913) 689-9375 www.mountosb.org

#### KU MEDICAL CENTER

3901 RAINBOW BLVD. KANSAS CITY, KS 66160 (913) 588-1227 www.kumc.edu

#### KVC KANSAS

1211 N. 8тн Sт. Kansas City, KS 66101 (913) 890-7500 kansas.kvc.org

#### SAMUEL U. ROGERS HEALTH CENTER

825 Euclid Ave. Kansas City, MO 64124 (816) 474-4920 www.rogershealth.org

#### SOLACE HOUSE (GRIEF COUNSELING)

8012 STATE LINE RD. SUITE 202 SHAWNEE MISSION, KS 66208 (913) 341-0318 www.kchospice.org/solace-house

#### SWOPE HEALTH SERVICES CENTRAL

3801 BLUE PKWY. Kansas City, MO 64130 (816) 923-5800 www.swopehealth.org

#### TRUMAN MEDICAL CENTER – BEHAVIORAL HEALTH

300 W. 19TH TERR. Kansas City, MO 64108 (816) 404-5709 www.trumed.org/behavioral-health

## UMKC COMMUNITY COUNSELING AND ASSESSMENT SERVICES

615 E. 52ND ST. KANSAS CITY, MO 64110 (816) 235-2725 education.umkc.edu/communitycenters-and-programs/communitycounseling-and-assessment-services

## WYANDOT CENTER FOR COMMUNITY BEHAVIORAL HEALTHCARE

1301 N. 47тн St. Kansas City, KS 66102 (913) 328-4600 www.wyandotcenter.org

## PARENTING CLASSES

#### WYANDOTTE COUNTY FAMILY CENTER

5424 STATE AVE. KANSAS CITY, KS 66102 (913) 287-1300 www.thefamilyconservancy.org/ about-us/locations

## SEXUAL ASSAULT/RAPE

#### METROPOLITANORGANIZATIONTOCOUNTER SEXUAL ASSAULT (MOCSA)

3100 BROADWAY, SUITE 400 KANSAS CITY, MO 64111 Crisis Line: (913) 642-0233 or (816) 531-0233 mocsa.org

## TRANSPORTATION

JOHNSON COUNTRY TRANSIT (913) 782-2210 **THE METRO** (816) 221-0660

## KANSAS CITY AREA TRANSPORTATION AUTHORITY

(816) 346-0200

**UG TRANSIT** (913) 573-8351

## UTILITY, CLOTHING, AND FOOD ASSISTANCE

#### BETHEL NEIGHBORHOOD CENTER

14 S. 7th St. Kansas City, KS 66101 (913) 371-8218 www.bethelcenter.org

#### BETHELSEVENTHDAYADVENTISTCHURCH

6910 Riverview Ave. Kansas City, KS 66102 (913) 788-7250

#### BISHOP SULLIVAN CENTER AT CATHOLIC CHARITIES

2220 CENTRAL AVE. Kansas City, KS 66102 (913) 621-1504 www.mountosb.org

#### BPU

540 Minnesota Ave. Kansas City, KS 66101 (913) 573-9173

#### CROSS-LINES COMMUNITY OUTREACH

738 Shawnee Ave. Kansas City, KS 66105 (913) 281-3388 cross-lines.org

#### ECONOMICOPPORTUNITYFOUNDATION

1542 MINNESOTA AVE. Kansas City, KS 66102 (913) 371-7800 www.eofkck.org

#### EL CENTRO

650 MINNESOTA AVE. Kansas City, KS 66101 (913) 677-0100 www.elcentroinc.com

#### EPISCOPAL COMMUNITY SERVICES

750 Paseo Blvd. Kansas City, MO 64106 (816) 561-8920 episcopalcommunity.org

#### THE FAMILY CONSERVANCY

444 MINNESOTA AVE. Kansas City, KS 66101 (913) 342-1110 www.thefamilyconservancy.org

#### FIVE LOAVES FOOD MINISTRY

8300 State Ave. Kansas City, KS 66112 (913) 299-8335 www.judsonbaptistchurchkck.com/ Fiveloavesministry

#### FRIENDS OF YATES

1418 GARFIELD AVE. KANSAS CITY, KS 66104 (913) 321-1566 www.friendsofyates.org

#### GRACIOUS PROMISE FOUNDATION

6029 BROADMOOR ST. MISSION, KS 66202 (913) 342-1707 www.graciouspromise.org

#### GRANDVIEWPARKPRESBYTERIANCHURCH

1613 WILSON BLVD. KANSAS CITY, KS 66102 (913) 371-6431 grandviewpark.org

#### HARVEST AMERICA

1400 Metropolitan Ave. Kansas City, KS 66103 (913) 281-2781

#### HARVESTERS

3801 TOPPING AVE. Kansas City, MO 64129 (816) 929-3000 www.harvesters.org

HELP 317 INC. 6200 Parallel Pkwy. Kansas CiEducation Committee 287 (913) 299-4662

#### HILLCREST TRANSITIONAL HOUSING

738 N. 31st St. Kansas City, KS 66102 (913) 400-2573 www.hillcresttransitionalhousing.org

#### HOPE FAITH MINISTRIES

705 Virginia Ave. Kansas City, MO 64106 (816) 471-4673 www.hopefaithministries.org

#### KANSAS DEPARTMENT FOR CHILDREN & FAMILIES

402 State Ave. Kansas City, KS 66101 (913) 279-7000 www.dcf.ks.gov

#### KCK FARMERS MARKET (\$1 FOOD STAMPS = \$2 MARKET MONEY)

2220 Central Ave. Kansas City, KS 66102 (913) 553-9193 www.kckfarmersmarket.com

#### KEELER WOMEN'S CENTER

2220 CENTRAL AVE. Kansas City, KS 66102 (913) 906-8990 www.mountosb.org

#### METROPOLITAN LUTHERAN MINISTRY

722 REYNOLDS AVE. KANSAS CITY, KS 66101 (913) 342-8333 www.mlmkc.org

#### METROPOLITAN LUTHERAN MINISTRY – KANSAS CITY, MO

3031 Holmes St. Kansas City, MO 64109 (816) 931-0027 www.mlmkc.org

#### MT.CARMELREDEVELOPMENTCORPORATION

1200 Troup Ave. Kansas City, KS 66104 (913) 621-4111

#### SALVATION ARMY

6723 STATE AVE. KANSAS CITY, KS 66102 (913) 232-5400 centralusa.salvationarmy.org

#### SOUTHERN BAPTIST MINISTRIES

5900 State Ave. Kansas City, KS 66102 (913) 299-5800

#### UNITED SERVICES COMMUNITY ACTION AGENCY

6323 Manchester Ave. Kansas City, MO 64133 (816) 358-6868 caagkc.org

UNITED WAY 211 211 or (816) 474-5112 www.211kc.org

## VETERANS CRISIS LINE

1-800-273-8255 www.veteranscrisisline.net

#### WILHELMINA GILL SERVICES CENTER

645 NEBRASKA AVE. KANSAS CITY, KS 66101 (913) 621-4690 www.mtcarmelrc.org/programs/ willagill.html

#### WOMEN, INFANTS, AND CHILDREN

619 Ann Ave. Kansas City, KS 66101 (913) 573-6720 www.kansaswic.org/families/ wiccoagencies/wyandotte.html

#### WYANDOTTE COUNTY FAMILY CENTER – THE FAMILY CONSERVANCY

5424 STATE AVE. KANSAS CITY, KS 66102 (913) 287-1300 www.thefamilyconservancy.org

#### Education Committee 288

# ABOUT US

Donnelly College Counseling Center offers counseling services to Donnelly College students, staff, and faculty at no charge. These services are provided by mental health professionals licensed by the State of Kansas.



The Counseling Center is located on the 2nd floor of the main building in room 211. Walk-ins are welcomed, but please be aware the counselor may be engaged with another appointment or meeting if the sign outside is red and reads 'in use'. In this case you may call the center and leave a message or visit the Counseling Center website to request an appointment. You can request specific appoint times via the website under the "How to make an appointment' tab.

#### APPOINTMENTS

If you wish to make an appointment, call 913-621-8781 or visit donnelly.edu/counseling.

#### VISIT OUR WEBSITE TO:

Learn more about the services we provide Request an appointment Find links to helpful resources Understand more about Counseling

# www.donnelly.edu/counseling





Nursing Faculty Location: Donnelly College, Kansas City, KS. Full Time, Exempt Position Reports to: Director of Nursing

# About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class, with special focus on "those who might not otherwise be served." Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit *www.donnelly.edu*.

## **Job Summary**

A full-time Nursing Faculty position carries primary responsibility of helping students to master subject material and skills that will contribute to their personal and intellectual development and success in the nursing program. This person works on-site with the Director of Nursing to schedule coursework/activities that will help students to complete their goal of becoming Healthcare Professionals and to support of the program. Must be able to pass a background check and complete Virtus training.

# RESPONSIBILITIES

- Instruction in the Donnelly College Nursing program, including, but not limited to supervising, advising and mentoring students.
- Maintain regular office hours to ensure accessibility to students and colleagues.
- To assist in developing Syllabi that insures up to date content that meets the needs of diverse student populations.
- Submit daily attendance.
- Submit midterm and final grades.
- Stay current in subject matter through professional development related to the Healthcare Profession.
- Serve on appropriate college and/or nursing program committees.
- Act as a role model for the college and for the nursing profession
- Uphold the policies of the nursing program and of the college
- Possess excellent communication skills in writing and verbally
- Participate in recruitment and retention of students.
- Support the College Policies and Procedures, maintain confidentiality of student information, and exercise stewardship of Donnelly College and its facilities and materials.

Donnelly College is an Equal Opportunity Employer. It is our policy to make all personnel decisions without discriminating on the basis of a person's sex, race, color, creed, religion, age, national origin, ancestry or disability. Education Committee 290

# QUALIFICATIONS

- BSN (for PN/LPN nursing program) or MSN (for all other nursing programs)
- Unencumbered Kansas nursing license
- The ability to communicate well and assist students in gaining practice and knowledge in the Clinical Situation.
- Adult teaching experience preferred.
- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Demonstrate a thorough and accurate knowledge of use of electronic communication and audiovisual equipment.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

# This Job is ideal for someone who is:

- Dependable -- more reliable than spontaneous
- People-oriented -- enjoys interacting with people and working on group projects
- Detail-oriented -- would rather focus on the details of work than the bigger picture
- · Achievement-oriented -- enjoys taking on challenges, even if they might fail

# How to Apply

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Letter of interest
- Resume reflecting education and professional background
- Names and contact information of three professional references



Nursing Faculty Adjunct Location: Donnelly College, Kansas City, KS. Part Time, Exempt Position Reports to: Director of Nursing

# About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class, with special focus on "those who might not otherwise be served." Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff, and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit *www.donnelly.edu*.

## **Job Summary**

A part-time Nursing Faculty position carries primary responsibility of helping students to master subject material and skills that will contribute to their personal and intellectual development and success in the nursing program. This person works on-site with the Director of Nursing to schedule coursework/activities that will help students to complete their goal of becoming Healthcare Professionals and to support the program. Must be able to pass a background check and complete Virtus training.

# RESPONSIBILITIES

- Instruction in the Donnelly College Nursing program, including, but not limited to supervising, advising and mentoring students.
- Maintain regular office hours to ensure accessibility to students and colleagues.
- To assist in developing Syllabi that ensures up to date content that meets the needs of diverse student populations.
- Submit daily attendance.
- Submit midterm and final grades.
- Stay current in subject matter through professional development related to the Healthcare Profession.
- Serve on appropriate college and/or nursing program committees.
- Act as a role model for the college and for the nursing profession
- Uphold the policies of the nursing program and of the college
- · Possess excellent communication skills in writing and verbally
- Participate in recruitment and retention of students.
- Support the College Policies and Procedures, maintain confidentiality of student information, and exercise stewardship of Donnelly College and its facilities and materials.

Donnelly College is an Equal Opportunity Employer. It is our policy to make all personnel decisions without discriminating on the basis of a person's sex, race, color, creed, religion, age, national origin, ancestry or disability. Education Committee 292

# **REQUIRED QUALIFICATIONS**

- BSN (for PN/LPN nursing program) or MSN (for all other nursing programs)
- Unencumbered Kansas nursing license
- The ability to communicate well and assist students in gaining practice and knowledge in the Clinical Situation.
- Adult teaching experience preferred.
- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Demonstrate a thorough and accurate knowledge of use of electronic communication and audiovisual equipment.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

# This job is ideal for someone who is:

- Dependable -- more reliable than spontaneous
- People-oriented -- enjoys interacting with people and working on group projects
- Detail-oriented -- would rather focus on the details of work than the bigger picture
- Achievement-oriented -- enjoys taking on challenges, even if they might fail

# How to Apply

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Letter of interest
- Resume reflecting education and professional background
- Names and contact information of three professional references



Job Title: Nursing Clinical Instructor Location: Donnelly College, Kansas City, KS Full/Part Time: Part-time, hourly Exempt/Non-Exempt: Non-exempt Position Reports to: Director of Nursing

#### **About Donnelly**

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit www.donnelly.edu.

#### Job Summary

Adjunct position with responsibility for the clinical instruction in the nursing program. The LPN program clinical assignment is scheduled on alternating weekends. The RN program clinical assignment is scheduled during the weekdays (currently on Wednesdays). This person works with the Director of Nursing to schedule coursework at clinical sites, and in general support of the program.

#### **Responsibilities**

- Clinical instruction and grading in the nursing program
- Submit daily attendance on Empower.
- Support the college Policies and Procedures, maintain confidentiality of student information, and exercise stewardship of Donnelly College and its facilities and materials.

#### **Qualifications**

- BSN (for PN/LPN nursing program) or MSN (for all other nursing programs)
- Candidates with a Masters in progress can be considered
- Unencumbered Kansas nursing license.
- One-five years of clinical field experience preferred.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link
     <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic
     Teaching on Special Issues of Concern"
- Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.



# How to Apply

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Cover Letter
  - How do you understand the Donnelly College mission and how would you contribute to it (see link below).
- Resume reflecting education and professional background
- Names and contact information of three professional references
- Philosophy of teaching statement expressing how your teaching philosophy will fit with the Catholic Church's mission of higher education expressed in Ex corde Ecclesiae (see link below)
  - Donnelly College's mission, vision, and value
  - <u>Pope John Paul II's Ex corde Ecclesiae/From the Heart of the Church The</u> <u>mission of the Catholic Universities</u>

# OR

Access the Donnelly Careers website https://www.donnelly.edu/staff/careers > Under "Open Positions Faculty > Click "Faculty Application Requirements" to access live links for "Donnelly College's mission, vision, and value" and "Pope John Paul II's Ex corde Ecclesiae"/From the Heart of the Church – The mission of the Catholic Universities

It is the policy of Donnelly College to make all personnel decisions without discriminating on the basis of a person's sex, race, color, age, national origin, ancestry, disability or family status.

# Donnelly College Associate of Applied Science Degree in Nursing Course Rotation

Program Length:	3 Semesters
	69 Credit Hours (including pre/corequisites)
Pre-requisites courses for admittance are:	KS LPN License
	IV Therapy Certification
	General Psychology,
	English Composition I
	English Composition II or Public Speaking
	Nutrition
	Pathophysiology

# **Spring Start**

Course #	Course Name	Course Credits	Semester Credit Total
NU 208	Advanced Skills	3	
NU 210	Advanced Pharmacology	3	
NU 213	Medical Surgical III	3	
NU 2091	Medical Surgical Clinical	3	12
	Semester 2 – Summer	· · · · · · · · · · · · · · · · · · ·	
NU 206	LPN to RN Transition	3	
NU 222	2 Leadership in Nursing 2		5
	Semester 3 – Fall		
NU 215	Maternal Child & Family	3	
NU 2221	Medical Surgical IV Clinical	3	
NU 224	Mental Health	2	
NU 225	Concept Synthesis-NCLEX RN	1	
NU 227	Medical Surgical IV	4	13
		Major Total	30

# Summer Start

Course #	Course Name	Course Credits	Semester Credit Total
Semester 1 –	Summer		
NU 206	LPN to RN Transition	3	
NU 222	Leadership in Nursing	2	5
	Semester 2 – Fall	·	
NU 208	Advanced Skills	3	
NU 210	Advanced Pharmacology	3	
NU 213	Medical Surgical III	3	
NU 2091	1 Medical Surgical Clinical 3		12
	Semester 3 – Spring	· · · · · · · · · · · · · · · · · · ·	
NU 215	Maternal Child & Family	3	
NU 2221	Medical Surgical IV Clinical	3	
NU 224	Mental Health	2	
NU 225	Concept Synthesis-NCLEX RN	1	
NU 227	Medical Surgical IV	4	13
		Major Total	30

Name	Date of Hire	Resun	ne	Transcript		FQRs			License	Notes
		Credentials	Received	Received	Date submitted	Date approved	Approved	Pending		
Chiamaka Ekeh	2/25/2025	ADN		Х	2/17/2025	2/27/2025	Х		Х	
Sheila Barton	1/15/2025	BSN	Х	Х	2/17/2025	3/17/2025	Х		Х	
Anne Becker	1/17/2025	BSN/MS- CARE MANAGEMENT	Х	Х	2/17/2025	pending		х	Х	
Patti Kuhlmann	2/21/2025	BSN	Х	Х	5/9/2025	pending		Х	Х	
Nicole Ponto	1/19/2025	BSN	Х	Х	2/17/2025	3/7/2025	Х		Х	
Tiara Arties	1/14/2025	BSN		Х	2/17/2025	3/17/2025	Х		Х	
Jamie Broski	8/26/2024	BSN	Х	Х	2/17/2025	3/14/2025	Х		Х	
Karl Kroen	6/10/2024	MSN		Х	2/17/2025	2/21/2025	Х		Х	
Loriann Fish	1/13/2025	BSN		Х	2/17/2025	2/21/2025	Х		Х	
Michael Shalinsky	1/14/2025	BSN		Х	2/17/2025	3/7/2025	Х		Х	
Deana VanderHull	8/24/2023	BSN		Х		Not needed - Not	Faculty		Х	
Russell Robinson	12/14/2020	DNP	Х	Х	2/17/2025	3/17/2025	Х		Х	
Kyra Turner	4/18/2017	MSN		Х	2/17/2025	3/14/2025	Х		Х	
Mona Martin	2/19/2024	MSN	Х	Х	2/17/2025	2/27/2025	Х		Х	

# Donnelly College Associate of Applied Science Degree in Nursing Course Rotation

Program Length:	3 Semesters
	69 Credit Hours (including pre/corequisites)
Pre-requisites courses for admittance are:	KS LPN License
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	General Psychology,
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	English Composition II or Public Speaking
	Nutrition
	Pathophysiology

# **Spring Start**

Course #	Course Name	Course Credits	Semester Credit Total
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NU 210	Advanced Pharmacology	3	
NU 213	Medical Surgical III	3	
NU 2091	Medical Surgical Clinical	3	12
	Semester 2 – Summer		
NU 206	LPN to RN Transition	3	
NU 222	U 222 Leadership in Nursing 2		5
	Semester 3 – Fall		
NU 215	Maternal Child & Family	3	
NU 2221	Medical Surgical IV Clinical	3	
NU 224	Mental Health	2	
NU 225	Concept Synthesis-NCLEX RN	1	
NU 227	Medical Surgical IV	4	13
		Major Total	30

# Summer Start

Course #	Course Name	Course Credits	Semester Credit Total
Semester 1 – S	Summer	· · · · · · · · · · · · · · · · · · ·	
NU 206	LPN to RN Transition	3	
NU 222	Leadership in Nursing	2	5
	Semester 2 – Fall		
NU 208	Advanced Skills	3	
NU 210	Advanced Pharmacology	3	
NU 213	Medical Surgical III	3	
NU 2091	91 Medical Surgical Clinical 3		12
	Semester 3 – Spring	· · · · · · · · · · · · · · · · · · ·	
NU 215	Maternal Child & Family	3	
NU 2221	Medical Surgical IV Clinical	3	
NU 224	Mental Health	2	
NU 225	Concept Synthesis-NCLEX RN	1	
NU 227	Medical Surgical IV	4	13
		Major Total	30

Loran Fish
Jennifer Bales
Faculty in attendance at onsite Examsoft training
Wednesday, May 7, 2025 2:55:50 PM
image.png

Present: Faith Huff, Loran Fish, Tiara Arties, Anne Becker, Russell Robinson, Cynthia Riley, Charity Risher, Jamie Broski, Patti Kulman Absent: Regrets:

#### Loran Fish BSN, MSN, RN| Director of Nursing

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Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world. Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

Book time to meet with me

# **Course Evaluation Data**

# 2020 Fall – 2025 Spring

Students are asked to rate faculty availability on their end of semester course evaluations each semester. This evaluations are administered double-blind where the student must submit their responses prior to the final grade deadline and the instructor cannot access any results until after final grades have been processed. All responses are anonymous not only to the instructor, but also the institution itself.

The specific question reads as follows:

[My Instructor] was consistently available outside of class (Email, office hours, etc.)

On end-of-semester course evaluations, students are asked to score their instructor availability on a scale of one to five with 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always. (Note: Students were also able to select a non-numeric answer, "cannot judge," but those responses were not included in calculating scores.)

The chart below shows average scores by year for each academic department. All were in the 4.0 to 5 range.

Department	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*	Total
Bachelor	4.0	4.4	4.3	4.3	4.5	4.3
Liberal Arts & Sciences	4.6	4.7	4.7	4.7	4.7	4.6
Nursing	4.6	4.7	4.5	4.5	4.4	4.5
Total	4.5	4.6	4.6	4.5	4.6	4.6

\*Note: The Spring 2025 scores only reflect evaluations submitted during the first two weeks of a four-week collection window.

Despite the individual student concerns shared with KSBN during their site visit, student evaluations of nursing faculty for Fall 2024 and Spring 2025 (collected to date) remain in the 4.0 to 5 range.

From:	Ana Maradiaga
To:	
Cc:	
Subject:	Nursing Books School Fee -
Date:	Monday, March 3, 2025 10:58:18 AM

Good morning,

Thank you, Tiffanie, for sending back your unused book codes.

Heather, please remove the book fee from student account for this semester. (Student account # ). This has been pre-approved by Ron as well.

Faith, please keep track of this unused code to assign to a different student in the future.

Thank you all for your collaboration,

Ana Maradiaga

Ana Lia Maradiaga, MS | Vice President of Academic Affairs / Dean of the College | (913) 621-8793 DONNELLY COLLEGE | (913) 621-8700 | 608 N. 18<sup>th</sup> Street | Kansas City, KS 66102 | <u>donnelly.edu</u>

From: @students.donnelly.edu> Sent: Friday, February 28, 2025 10:11:14 PM To: Ana Maradiaga <amaradiaga@donnelly.edu> Subject: E-Books access code

Hello here's the codes that were sent to me for e-books

DU29YV4ZFEJKGK5DCD8B WK23NQQZFPM8 From:Matthew BolandTo:Laura McKnight; Jennifer BalesCc:Ana MaradiagaSubject:KSBN website update meeting proofDate:Thursday, May 8, 2025 3:10:30 PMAttachments:Screenshot 2025-05-08 at 2.59.36 PM.png

Here is the list of URLs we have updated at the request of KSBN. Every concern sent to us via email to Ana was addressed. We provided a quick overview of the changes to each URL. Attached is a screenshot of yesterdays (5/7/25) meeting invite that includes all attendees.

- <u>Academics | Donnelly College | Programs</u>
  - Added disclaimer
- <u>Nursing Programs | Donnelly College | Programs</u>
  - Red box disclaimer
  - Testing (see below)
  - Program approval & accreditation (update dropdowns and title)
  - Licensure info
  - Remove ACEN
- Index | Registered Nurse Associate of applied science
  - Red box disclaimer
  - Licensure info
- <u>Program Requirements | Registered Nurse Associate of applied science</u>
  - Red Box
  - General Admissions Requirements
  - Removed App Deadline
- <u>Practical Nursing | Practical Nurse</u>
  - Red box disclaimer
  - Licensure info

 <u>Requirements | Practical Nurse | Healthcare Programs | Donnelly College | Practical</u> Nurse

- Red Box Disclaimer
- General Admissions Requirements
- Removed App Deadline

Other changes:

- Update main nursing contact to Yolanda (nursing intake coord.)
- Holding on any necessary tuition & fees changes until after BOD approval

Testing:

- How to Apply | Donnelly College Admissions | Kansas City, Kansas | Admissions
- <u>Testing | Donnelly College | Students</u>

#### Matthew Boland | Director of Admissions | Direct (913) 621-8730

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# **Nursing Faculty Handbook**

# 2025-2026

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Dear Nursing Faculty,

Welcome to the Donnelly College Nursing Program. I am honored to extend my warmest welcome as you begin your journey with a team committed to equity, transformation, and compassionate service. At Donnelly, we believe that every student deserves the opportunity to rise—to discover not only their professional potential, but their profound human worth.

As educators in a mission-driven Catholic institution, your role extends beyond instruction. You are mentors, advocates, and leaders walking beside students as they adapt to the academic, clinical, and personal challenges of becoming a nurse. Our vision—to be the most accessible and transformative Catholic college in the country—is not just aspirational, it is lived out daily through the relationships we build and the lives we empower.

Our program is grounded in Roy's Adaptation Model, which views each person as a holistic, adaptive system continuously responding to internal and external stimuli. This framework reminds us that growth emerges through change—and that our purpose as nurse educators is to foster successful adaptation in our students across four key modes: physiologic-physical, self-concept, role function, and interdependence. In each of these domains, you play a vital part in guiding students toward integration, resilience, and personal and professional wholeness.

At Donnelly, we serve students who are often balancing academics with work, family, and unique life experiences. You will find that supporting them requires both structure and grace. Use your wisdom to guide them, your insight to assess their evolving needs, and your compassion to help them adapt with dignity.

As you step into the classroom, clinical setting, or simulation lab, remember: your presence matters. Through your leadership, our students will learn what it means to practice nursing as a science of care, a discipline of accountability, and a ministry of healing.

Thank you for answering the call to teach. I look forward to the contributions you will make to our students' lives, to our profession, and to the continued excellence of the Donnelly College Nursing Program.

With gratitude and anticipation,

Loran Fish BSN, MSN, RN

913-621-8771 Director of Nursing Donnelly College

# **Faculty Handbook Reference Statement**

In addition to the policies, procedures, and expectations outlined in this Nursing Faculty Handbook, nursing faculty are also responsible for adhering to the broader faculty policies set forth by Donnelly College. These include, but are not limited to, institutional guidelines on academic integrity, faculty governance, professional development, and employment responsibilities. The nursing faculty should refer to the Donnelly College Faculty Handbook for comprehensive information applicable to all faculty members, the Nursing Student Handbook for student policies and to the Donnelly College Employee Handbook for employee policies and information.

The policies and guidelines in this handbook require continual evaluation and review. The Donnelly College of Nursing reserves the right to change policies and/or guidelines at any time without prior notice. Nursing faculty members and nursing students will be provided with written and/or email notification of any changes.

# **Donnelly College History**

Donnelly College is an independent, co-educational college. Founded in 1949 by the Benedictine Sisters at Mount St. Scholastica in Atchison and the Archdiocese of Kansas City in Kansas. It is a Catholic college affiliated with the archdiocese. Donnelly College was located and has remained in the heart of Kansas City, Kansas.

As a Catholic liberal arts and professional college, Donnelly's institutional vision derives from a belief in God and in the dignity of each person. As an educational institution, Donnelly believes that education can lead people to recognize their potential and value as human beings, to be aware of their relationship to God, and to function as constructive members of society.

As a college serving the heart of the city, Donnelly is committed to a policy of equal opportunity for all persons without regard to race, sex, age, handicap, natural origin, religious tradition or family status as specified by federal and state laws and regulations. This policy is applicable to all employment practices, admissions procedures, and services to students, faculty, staff, and community.

Sister Jerome Keeler is credited with the vision of creating an independent college in Kansas City, Kansas. The Benedictine Sisters of Atchison, a teaching order, proposed a community college that would serve the urban population of Kansas City, Kansas more than 60 years ago.

Bishop Donnelly was an enthusiastic supporter of the vision, and he assured Sister Jerome that the Diocese would provide buildings and equipment if she could provide the faculty.

Classes began September 12, 1949, at 1236 Sandusky with 202 students. There were 11 faculty members, nearly all of whom were Benedictine Sisters. Tuition was \$40 a semester.

Costs were kept low because the College was planned to serve first generation college students who could live at home and keep a job. As the hours accumulated on their transcripts, they could transfer to a 4-year college or university. The devotion of the teaching Sisters always kept the costs affordable.

Today, Donnelly continues that proud tradition by providing access and affordable education within a culture that promotes student success, and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment.

Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees.

# **Donnelly College Mission Statement**

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

#### Vision:

The vision of Donnelly College is to advance the common good by being the most accessible and transformative Catholic College in the country.

#### Values:

The three values are the pillars of our mission at Donnelly College.

- Truth:
  - Donnelly seeks to inspire lifelong discovery and the communication of truth by exploring the connectedness of all things, studying the intersections of faith and reason, and engaging in civil dialogue with all people.
- Community:
  - Donnelly seeks to motivate actions and relationships that promote a just community, recognizing that every person has inherent dignity and potential, and that we serve God by serving God's people.
- Excellence:
  - Donnelly seeks to motivate actions and relationships that promote a just community, recognizing that every person has inherent dignity and potential, and that we serve God by serving God's people.

#### Philosophy of Donnelly College

Donnelly College is committed to offering a liberal arts education to all of its students. The general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of knowledge and skills that will enable them to become educated participants in a diverse global community. The program strives to develop in every student qualities that mark a well-educated person. Upon completion of the program, students will have acquired skills and proficiencies in analytical thinking, academic inquiry, effective communication, and symbolic problem solving. The goals of our general education program reflect the mission of this institution and are common to all student programs, regardless of majors or career goals. Every member of the Donnelly College faculty has a responsibility to help maintain the general education program's commitment to excellence and to participate in the achievement of the program's goals.

#### **Philosophy of General Education**

Donnelly College is committed to offering a liberal arts education to all degree seeking students. Upon completion of a degree program, students will have acquired specific skills and proficiencies to include the following General Education goals: Communication Skills: Students will demonstrate effective communication by employing clear organization, analysis, and the thoughtful and ethical evaluation and integration of outside source material. Technology and Information Literacy Skills: Students will demonstrate proficiency and adaptability in technologies and information literacy skills that support academic work.

Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving and the ability to understand and use scientific methods.

Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas from the Liberal Arts and Sciences so as to integrate knowledge in the search for truth.

Personal and Interpersonal Skills: Students will recognize their own self-worth and champion the dignity of the other in light of the transcendent destiny of every human person

Academic Inquiry: Students will demonstrate openness to exploration in the search for truth as accessed by faith and/or reason.

Values: In keeping with our Catholic identity, students will value excellence in the pursuit of truth, ethical behavior and the appreciation of the diversity of thought

Note: The Philosophy of General Education can also be viewed in its entirety on the college's website.

#### Mission and Vision of Donnelly Nursing Program

The mission of the nursing program is consistent with the vision, mission, values and beliefs of the college. The CAN, PIN, and ADN programs seek to accomplish the mission of Donnelly College by educating the students for health care employment, to meet the health care employment needs of the community, and to educate the students to care for patients with caring, compassion, concern, and dignity.

#### Philosophy of Donnelly Nursing Program

The faculty believes at the completion of the program the graduates will have the knowledge, skills, attitudes, and abilities needed to practice safely and effectively. As an entry level practical nurse, the graduate will be able to meet the client's basic needs throughout the lifespan requiring promotion, maintenance, and/or restoration of health.

- Clients
  - The faculty believe clients (individuals, families, and significant others), are finite beings with varying capacities to function in society. They are unique individuals who have defined systems of daily living that reflect their values, cultures, motives, and lifestyles. Additionally, clients have the right to make decisions regarding their health care needs.
- Health
  - The faculty believes health is defined within three areas: promotion, maintenance, and restoration. Health promotion and maintenance are defined as client care that incorporates knowledge of expected stages of growth and development, and prevention and/or early detection of health problems. Restoration is defined as assisting the client to achieve an optimal level of health.
- Nursing
  - The faculty believe nursing is both an art and a science. We believe nurses provide care for clients' basic biological, cultural, spiritual, and psychosocial needs throughout the lifespan. Nurses provide comfort in a caring environment. Critical thinking and the nursing process are the primary clinical problems solving tools of the nurse. The nurse is part of the interdisciplinary health care team who collaborates within the healthcare system and the community. Nurses are accountable for providing care within the scope of ethical and legal responsibilities.
- Education and learning
  - The faculty and students believe they are partners in the acquisition of knowledge, skills, attitudes, and abilities in a supportive adult learning environment. Promoting student success and instilling a value of life-long learning is integral to success of the nursing discipline.
- Environment
  - The faculty believes the environment is both external and internal. External environment is the set of circumstances, objects or external conditions that positively or negatively affect the well-being of the client. Internal environment includes biological, cultural, spiritual, and psychosocial aspects.

#### Donnelly Scholarship Statement – Learning at a higher level for a higher purpose

Donnelly College Nursing Faculty provide a life changing opportunity of true scholarship to our students as a continuous effort to encourage students to improve themselves and to connect them with a greater purpose in their lives to serve others through a healthcare education. You as faculty provide excellent learning opportunities for our students in a diverse environment.

Faculty develops professionally through the following:

- Participation in Conferences and Seminars: Taking part in professional learning opportunities including attending local, state, regional, national and international conferences to listen, learn and network with other faculty, serve in elected or appointed positions, give presentations and share the benefits of the conference with their colleagues and students.
- Modeling Service: Engagement in community and college activities, making positive connections.
- Professional Development: Continuing professional development activities of interest in the related and pertinent discipline
- Recognition: Well-earned individual and group awards and honors

# The Donnelly Support Network

#### Student > Instructor > Academic Advisor > Program Coordinator > Director of Nursing > Dean of the College

The "Chain of Command" at Donnelly provides an important Support Network. It works well for students, faculty and staff to follow the Support Network Ladder when seeking assistance, expressing concerns, or looking to implement new ideas.

Students are expected to resolve conflicts/issues in the following manner:

- **Step 1**. Schedule an appointment with the Nursing faculty member. If your conflict/issue is with a Clinical Instructor, please talk to the Clinical Instructor first. If the conflict/issue is not resolved with the Clinical Instructor, then discuss the conflict/issue with the Clinical Coordinator. If the conflict/issue cannot be resolved at this level, proceed to Step 2.
- Step 2. Schedule an appointment with the Nursing Academic Advisor.
- Step 3. Schedule an appointment with the Program Coordinator
- **Step 4**. Schedule an appointment with the Director of Nursing only after a meeting with the faculty & staff at each level. If the conflict/issue cannot be resolved at this level, proceed to Step 5.
- **Step 5.** Schedule an appointment with the Academic Dean of the college.

## **Nursing Framework**

#### **Nursing Program Mission and Vision**

The mission of the nursing program is consistent with the vision, mission, values, and beliefs of the college. The nursing program seeks to accomplish the mission of Donnelly College by educating the students for health care employment and to meet the health care employment needs of the community, and to educate the students to care for clients with caring, compassion, concern, and dignity.

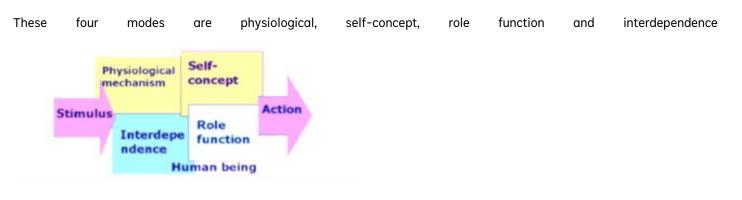
#### CONCEPTUAL FRAMEWORK

The curriculum is based on a conceptual framework that reflects the college's philosophy (as is identifiable in the objectives of the program of nursing education and the mission statement). Our conceptual framework is based on Roy's Adaptation Model



Roy's model sees the personas "a biopsychosocial being in constant interaction with a changing environment." The person is an open, adaptive system who uses coping skills to deal with stressors. Roy sees the environments "all conditions,

circumstances and influences that surround and affect the development and behavior of the person." Roy believes that health and illness are on a continuum with many different states or degrees possible. She states that health is the process of being and becoming an integrated and whole person. Roy's goal for nursing is "the promotion of adaptation in each of the four modes, thereby contributing to the person's health, quality of life and dying with dignity."



#### Commitment to Equity, Inclusion, and Student-Centered Education

At the heart of Donnelly College's nursing program is a firm commitment to equity, inclusion, and student-centered education. These principles reflect both the mission of the College—to provide access to education for those otherwise underserved—and the ethical foundation of nursing itself.

We recognize that students enter our program with diverse experiences, strengths, challenges, and perspectives. As nurse educators, we are called not only to teach clinical knowledge and skills, but also to cultivate a learning environment where all students feel valued, respected, and supported. This includes being attentive to social determinants of learning such as economic status, language barriers, cultural background, and lived experience.

By embracing equity, inclusion, and student-centeredness, we affirm the dignity of every learner and uphold the values of the nursing profession. These principles are not add-ons to the curriculum; they are essential to the ethical practice of teaching and the preparation of nurses who will care for the most vulnerable in society.

## Accreditation

The Practical Nursing Certificate Program and the Registered Nurse-Associate of Nursing Program are on conditional approval by the KSBN/Kansas State Board of Nursing. 900 SW Jackson Street Suite 1051, Topeka, Kansas 66612-1230; PH: 785-296-4929. We are not admitting new students until further notice.



# **Program Standards & Accreditation**

#### Your Role in Supporting Accreditation

As a faculty member, you are a key contributor to the program's accreditation success. This includes:

- Maintaining accurate and complete records of instruction, student achievement, and clinical evaluations
- Participating in accreditation self-studies and site visits
- Engaging in curriculum mapping and outcomes-based course design
- Upholding ethical, inclusive, and evidence-informed teaching practices Accreditation is not a one-time event—it is a continuous process that ensures we provide high-quality, caring, and equitable nursing education.
- Curriculum alignment

To ensure that nursing graduates are prepared for competent, ethical, and safe practice, the curriculum is intentionally designed to align with national professional standards and licensure expectations. Three key frameworks guide our program design and evaluation.

#### American Nurses Association (ANA) Standards of Practice

The ANA Standards of Practice serve as a foundation for all professional nursing activities. These standards define the responsibilities of the nurse and reflect current best practices across care settings.

How our curriculum aligns:

- Courses incorporate the Nursing Process (assessment, diagnosis, outcomes identification, planning, implementation, and evaluation).
- Ethics, patient advocacy, and culturally competent care are emphasized across didactic and clinical learning.
- Students are taught to apply professional standards in documentation, patient interaction, and decision-making.
- Faculty evaluate student performance using tools mapped to ANA standards in both simulation and real clinical environments.

#### **Code of Conduct - ANA Core Principles**

(Adapted from the ANA Code of Ethics for Nurses)

1. **Respect for Human Dignity** 

Nurses must treat every person with compassion and respect, regardless of socioeconomic status, race, religion, gender identity, or health condition.

2. **Commitment to the Patient** 

The nurse's primary commitment is to the patient—individual, family, group, or community. This includes advocacy, support, and protection of patient rights.

Advocacy and Protection of Rights
 Nurses advocate for patients' rights to make informed decisions and maintain confidentiality and privacy (HIPAA compliance).

## 4. Accountability and Responsibility

Nurses are personally and professionally accountable for their actions and decisions. They must maintain clinical competence and follow legal and institutional guidelines.

5. Duty to Self and Others

Nurses must care for their own well-being and integrity, while also promoting a safe and ethical environment for colleagues and patients.

6. Integrity and Ethical Practice

Nurses must demonstrate honesty and ethical behavior in academic work, clinical care, documentation, communication, and professional interactions.

7. Collaboration and Respect

Nurses must collaborate respectfully with other healthcare professionals, faculty, and peers, promoting teamwork and positive communication.

#### 8. Commitment to Continuous Learning

Nurses are expected to engage in lifelong learning and stay informed about evidence-based practices, new technologies, and evolving health care standards.

9. Social Justice and Equity

Nurses should actively work to reduce health disparities and provide care that is equitable, inclusive, and free of discrimination or bias.

#### **Code of Conduct for Nursing Students**

In academic settings, student nurses are expected to:

- Adhere to all **academic integrity** policies (no cheating, plagiarism, falsification of records).
- Maintain professional boundaries with patients and faculty.
- Uphold **confidentiality** of all clinical and classroom information.
- Demonstrate **respectful behavior** in all interactions.
- Follow **clinical site policies**, dress codes, and safety protocols.
- Accept **constructive feedback** and engage in self-reflection for growth.

#### Code of Conduct for Nursing Faculty

1. **Model professional behaviors,** uphold ethical standards, and reinforce ANA-based expectations in student evaluation and feedback.

NOTE: If a Donnelly nursing instructor is charged, convicted of a crime or arrested while working for Donnelly. The employee is required to report and share documentation and schedule a meeting with the Director of Nursing.

#### 2. Quality and Safety Education for Nurses (QSEN) Competencies

QSEN identifies six core competencies necessary for future nurses to provide high-quality, safe, and patient-centered care:

- 1. Patient-Centered Care
- 2. Teamwork and Collaboration
- 3. Evidence-Based Practice
- 4. Quality Improvement
- 5. Safety
- 6. Informatics

How our curriculum aligns:

- Each course includes mapped objectives and assignments that reflect one or more QSEN competencies.
- Clinical learning includes quality improvement projects, safety-focused case studies, and interdisciplinary team collaboration.
- Students learn to apply evidence-based practice and use technology for safe and effective care.
- Faculty Role: Incorporate QSEN principles into teaching, evaluate students on related competencies, and model interprofessional collaboration and data-informed decision-making.

#### 3. Next Generation NCLEX (NGN) Clinical Judgment Model

The NextGen NCLEX assesses a new level of critical thinking by evaluating students' ability to apply the NCSBN Clinical Judgment Measurement Model (CJMM). This includes:

- Recognizing cues
- Analyzing cues
- Prioritizing hypotheses
- Generating solutions
- Taking action
- Evaluating outcomes

How our curriculum aligns:

- Testing formats include NGN-style case studies, unfolding scenarios, and item types such as matrix/grid and extended multiple response.
- Simulations and clinical experiences reinforce real-world decision-making and prioritization.
- Reflective assignments and clinical journaling deepen students' understanding of their reasoning and actions.
- Faculty Role: Design NGN-aligned assessments, use Socratic questioning and guided reflection, and provide feedback that supports growth in clinical judgment and safe prioritization.

# **EBE/Evidence Based Education Approach**

#### Overview

At Donnelly College, the nursing program follows an Evidence-Based Education framework that places student mastery and readiness at the center of the learning process. Our approach is grounded in academic excellence, Catholic values, and Roy's Adaptation Model, with a commitment to preparing safe, ethical, and compassionate nurses who promote adaptation and integrity across diverse care settings—especially among underserved populations. The evidence-based model ensures that all students are evaluated on their ability to demonstrate essential nursing competencies through real-world application and reflective growth—not just completion of coursework or time spent in class.

# Core Principles of the Donnelly EBE/Evidence Based Education Approach

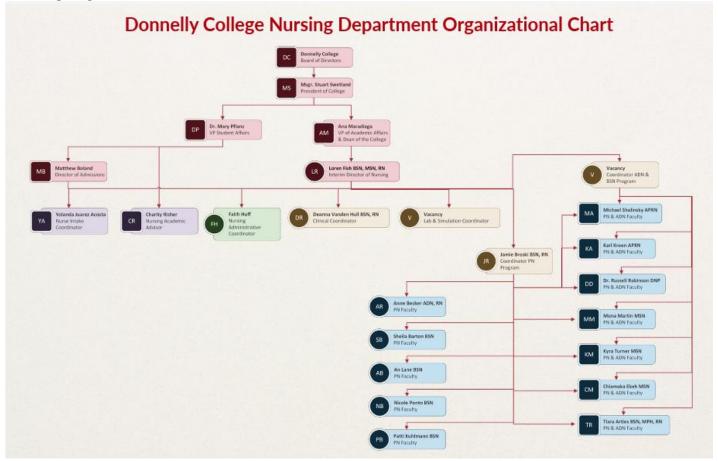
- Student-Centered Learning
  - A student's progress is based on demonstrated mastery of competencies.
    - Learning activities are designed to accommodate diverse learning styles, backgrounds, and learning paces.
    - Faculty act as coaches, mentors, and facilitators of reflective, personalized growth.
- Clearly Defined Competencies
  - Each course and clinical experience is built around core nursing competencies, aligned with:
    - ANA Standards of Professional Nursing Practice
    - QSEN Competencies
    - NextGen NCLEX Clinical Judgment Model
  - Competencies are observable, measurable, and directly linked to real-world nursing practice.
- Authentic Assessment
  - Students demonstrate their competency through:
  - Clinical performance evaluations
  - $\circ$  Simulation experiences
  - Case studies and unfolding scenarios
  - NGN-style testing (e.g., matrix/grid questions, prioritization exercises)
  - $\circ$  Rubrics, benchmarks, and feedback guide assessment and support remediation.
  - ATI/Assessment Technology Institute scoring system (TEAS/Test of Essential Academic Skills) is a valid predictor of student readiness for the rigors of the nursing program
- Mastery-Based Progression
  - $\circ$  Students must achieve minimum competency thresholds before advancing.
  - $\circ$  Those needing additional support receive timely, focused remediation.
  - Excellence is encouraged beyond minimum standards, fostering confidence and clinical decision-making.
- Reflective and Caring Practice
  - Guided by Roy's Adaptation Model, students engage in reflection to analyze their responses to stimuli and build adaptive behaviors.
  - Learning experiences focus not only on skill development, but also on enhancing self-concept, role function, interdependence, and physiological integrity as they relate to professional formation.
- Faculty Role in the Donnelly EBE Model
  - $\circ$  Faculty are more than instructors—they are adaptive guides who:
  - Facilitate learning experiences that promote adaptation across Roy's four adaptive modes

- o Provide individualized feedback and help students identify effective and ineffective behaviors
- $\circ$   $\quad$  Use structured tools to ensure equitable and transparent assessment
- Support student growth through academic, emotional, and professional challenges
- Continuously evaluate and adapt curriculum based on student outcomes and performance data
  - $\circ$  Engage in continuous curriculum improvement based on student performance data

#### **Donnelly College Organizational Chart**

You are welcome to request a copy of the current Donnelly College organizational chart from Human Resources via email <u>hr@donnelly.edu</u>. This information is now limited to Donnelly employees due to phishing issues.

# **Nursing Organizational Chart**



## Nursing Program Governance & By-laws

#### **Faculty Governance**

Nursing Full-time faculty are required to participate, and Nursing adjunct faculty have the option to participate in the development and changes of the nursing curriculum, policies and procedures applicable to the nursing faculty as set forth in the existing Nursing Faculty Governance Council Bylaws. Nursing faculty should refer to the Nursing Faculty Governance Bylaws (chart below) for more information

#### Nursing Faculty Committee By-Laws

Declaration of by-laws: Because of the college's smaller number of faculty, at this time all committees will be comprised of 1 full-time faculty member and an adjunct instructor when possible. Committee minutes will be incorporated into the faculty minutes.

ARTICLE I-TITLE & FUNCTIONS	
SECTION 1 - TITLE	The name of this group shall be the Nursing Program Committee of Donnelly College
SECTION 2 – FUNCTION:	The practical & professional nurse program functions as a committee of the whole is to: Plan, implement and evaluate curriculum in compliance with the conceptual framework of the Practical/Professional Nursing Programs and within the framework of the philosophy and objectives of the college and the Practical/Professional Nursing Program. Establish policies for attendance, evaluations, promotions, and graduation of students. Establish policies for progression, failure, dismissal, and readmission for students. Establish policies for the functioning of nursing laboratories. Establish policies for articulation and advanced students standing according to the state board requirement.
ARTICLE II- MEMBERSHIP AND ASSOCIATES	All Nursing full-time faculty, adjuncts, clinical instructors and staff members shall be members of the Nursing Program Committee with full voting rights. Nursing Student Representatives will be selected, to be participating members, at the beginning of each semester by their respective classes. One student from each nursing course will be a member with voting rights within the framework described herein. Each student representative will be requested to be a member of the standing committee. An executive session of faculty members only can be called for purposes of action on those matters related to student or faculty privacy rights and any matters that faculty deem appropriate. Beginning faculty meetings will be open sessions with students. Later executive sessions will begin without students, as needed. The director of nursing will be an ex-officio member. Faculty members from other departments and representatives from cooperative clinical facilities may participate as associate members when appropriate. However, they will not have voting rights.
ARTICLE III – OFFICERS AND DUTIES OF:	The chairperson shall be the Director of Nursing. The Nursing department's Administrative Coordinator or designee will take minutes for the faculty meeting. The Director of Nursing shall be responsible to keep the College President informed of curriculum matters of the nursing program, program evaluations, advertisements, and selection of students.
ARTICLE IV - AMENDMENTS	These bylaws may be amended at any Nursing Program Committee meeting by a two-thirds vote of the membership.

ARTICLE V - COMMITTEES SECTION 1- STANDING COMMITTEES	The standing committees shall be: Curriculum Academic Standards & Policies Admission/progression Technology and Simulation Nursing program evaluation Student professional activities Scholarships Library (liaison) Pinning/completion ceremony
SECTION 2 – SPECIAL COMMITTEES SECTION 3 - COMPOSITION	The Director of Nursing and/or the faculty may respectively establish special committees that they deem appropriate. Such committees shall have members and duties, determined by those who appointed this committee. The Director of Nursing and/or faculty shall be appointed or elected members or chairman of standing committees. Any members of the nursing program as set forth in the bylaws shall be eligible to serve in any community.
SECTION 4 - DUTIES	Committees shall operate under rules which shall be consistent with the bylaws and policies of Donnelly College and the Donnelly Nursing program committee. The numerical majority of the members of the committees shall constitute a quorum. Unless otherwise specified by these bylaws, Committees shall report to and work under the direction of those who appointed or elected them.
SECTION 5 – TERM OF OFFICE SECTION 6 – CURRICULUM	Except as otherwise specified in these bylaws, members and officers of standing committees shall serve a full academic year term (fall through spring semester) following their appointment or election or until their respective successors are appointed and elected. The curriculum committee shall make a recommendation regarding curriculums, philosophies, objectives, and conceptual frameworks for the nursing program committee which will make recommendations to the Nursing faculty.
COMMITTEE SECTION 7 – ACADEMIC STANDARDS & POLICIES	The academic standards & policies committee shall review, develop, coordinate, implement, and evaluate standards & policies that are applicable to the practical/professional nursing program.
SECTION 8 – ADMISSION/PROGRESSION COMMITTEE	The admission/progression committee shall review applications for admission, coordinate the admission process, elevated progression of the students through the program and those returning.

SECTION 9 – TECHNOLOGY AND SIMULATION COMMITTEE	The technology committee shall review, evaluate and recommend current and future technology for the nursing program. This shall include technology hardware and software for instruction and evaluation within didactic classes and clinical settings. The committee shall also recommend training and knowledge updates for faculty and students.
SECTION 10 – NURSING PROGRAM EVALUATION COMMITTEE	The nursing program evaluation committee will track and evaluate the placement roles of new graduates/alumni and the satisfaction level of graduates/alumni and their employers.
SECTION 11 – STUDENT PROFESSIONAL ACTIVITIES COMMITTEE	The student professional activities committee shall plan, coordinate, implement and evaluate student professional activities.
SECTION 12 – SCHOLARSHIP	
COMMITTEE	The scholarship committee shall investigate, coordinate, and disseminate information with the goal of evaluating and recommending available scholarships for nursing students.
SECTION 13 – LIBRARY	
COMMITTEE	The library committee shall review and recommend books and publications to provide a current list of pertinent nursing library selections. This committee shall also review and evaluate any suggested pertinent textbooks and recommend textbooks that provide a coordinated selection of current books.
SECTION 14 – PINNING	
COMMITTEE	The pinning committee shall plan, coordinate, implement and evaluate the graduation pinning ceremony activities in conjunction with students.
SECTION 15 – ANNUAL REVIEW	Review all Nursing Department by-laws and policies on an annual basis and as needed for policy additions, deletions and changes.

# **Faculty Policies & Procedures**

#### Recruitment

Please refer to the <u>Faculty Handbook</u> for additional recruitment information. See below for information on recruitment for clinical nursing positions. **LINK** - The link to the Faculty Handbook is being finalized and will be available this summer.

#### **Clinical Recruitment Considerations**

In addition to the recruitment practices that apply to all faculty. The following items apply to Clinical Instructors.

- a. Part-time clinical instructors who are employed by the clinical partner where they are teaching clinicals may be waived from the *ClinicalStudent* requirements.
- b. Full-time or part-time faculty not teaching in a direct clinical setting are waived from the *ClinicalStudent* requirements.

## Nursing Faculty Onboarding Process

To support consistency, connection, and excellence in nursing education, Donnelly College provides a structured onboarding process for all newly hired nursing faculty. This process is grounded in the college's mission, Catholic identity, and the Roy Adaptation Model, which emphasizes the development of adaptive, holistic nursing professionals. Purpose of Onboarding

The onboarding process is designed to:

- Orient faculty to Donnelly College's academic, cultural, and spiritual environment
- Introduce faculty to the nursing program's curriculum, Evidence-Based Education framework, and assessment systems
- Ensure regulatory and accreditation compliance (KSBN, NCLEX)
- Promote teaching effectiveness, professional integrity, and student-centered practices
- Provide sustained mentorship and community integration

## What to Expect During the Onboarding Process

1. Pre-Arrival Preparation

- 1 Initial welcome communication from the Program Director or designee
- 2 Contract finalized and licensure/certification verified
- 3 Provision of course assignments, syllabi templates, and handbook access
- 4 Setup of technology tools (Canvas, SIS/Empower, ExamSoft if applicable)

## 2. Orientation (Week 1)

- Overview of Donnelly's mission, values, and student demographics
- Introduction to the nursing program's structure, philosophy, and use of the Roy Adaptation Model
- Review of policies: academic integrity, clinical attendance, simulation expectations, and student remediation
- Canvas and SIS/Student Information System training; clinical and/or simulation lab orientation (as applicable)
- Tour of the campus and introductions to nursing faculty, staff, and key support services

## Faculty Orientation Checklist for new faculty

All faculty are required to attend a general university orientation, held at the beginning of each semester. In addition, regardless of when nursing faculty are hired, new nursing faculty are expected to complete a nursing orientation checklist to meet required on-boarding training, system setup and to create familiarity with the nursing department, including the program mission and objectives, departmental software, and technical tools and curriculum. Once completed, this checklist is signed and filed in the faculty employee's folder, located in the Nursing Department office. (See Appendices for this checklist)

3. Mentorship Assignment (First Semester) All new nursing faculty are assigned an experienced faculty mentor for a minimum of one full academic semester.

Mentorship for the mentee includes:

- An assigned faculty mentor who will ensure the new faculty mentee receives the information/educational material to fully embrace/orient to their new role.
- Regular check-ins by the mentee (weekly or biweekly)
- Classroom, lab, or clinical shadowing opportunities
- Shared planning or review of assessments and grading tools
- Support from the mentor for navigating college systems, student concerns, and classroom management
- Guidance on adapting to the Donnelly culture and instructional expectations

Mentors will:

- a. Provide guidance, information, and feedback related to clinical responsibilities department culture; teaching effectiveness; testing construction, review, and management; and policies and procedures.
- b. Assist mentee to set priorities, manage time, and make choices among options and opportunities.
- c. Provide counsel and strategies for working within a team framework.
- d. Provide feedback and be available as a peer support resource throughout the semester.

## Ongoing Faculty Support

During the first semester, new faculty will receive:

- Periodic check-ins with the Program Director or Course Lead
- Observation opportunities for feedback and growth (non-evaluative)
- Invitations to faculty meetings, simulation planning, and committee participation
- Mid-semester and end-of-semester reflections to support continuous improvement
- Access to internal and external professional development opportunities

## **Professional Development Plan**

New full-time faculty will work with the Program Director to complete an Individual Development Plan (IDP) aligned with program needs and personal teaching goals. This plan supports professional growth across the adaptive modes of Roy's model, including clinical competence, educational innovation, and interprofessional collaboration.

## **Commitment to Faculty Growth**

Donnelly College views onboarding as more than orientation, it is an intentional process of formation and support. Our nursing faculty are educators, mentors, and role models. The onboarding experience ensures each new member is empowered to contribute fully to our mission of preparing safe, compassionate, and adaptive nurses for today's healthcare system.

**Nursing Faculty Individual Files** will be created for each Nursing Instructor. The following documentation is required:

- 1. Licensure Verification
  - The Nursing Administrative Coordinator will obtain a copy of the faculty member's Kansas Registered Nurse license. A copy of the verification will be kept in the faculty employees' Nursing Department file. The nursing faculty teaching direct clinical experiences in another state must be authorized to practice as a Registered Nurse in this state.
- 2. Transcripts
  - The new faculty member will provide the Director of Nursing or the Human Resources Director with official transcript(s) of all Nursing degrees.
  - The Nursing Administrative Coordinator will submit copies of transcripts to the office of the Academic Dean of the College.
  - Faculty must send the Administrative Professional additional transcripts for degrees completed after their hire date.
- 3. Curriculum Vitae and/or Resume
- 4. Documentation of Nursing Certification(s) if applicable
- 5. An Orientation Checklist will be completed with the new faculty member and the Director of Nursing.

## **Clinical Instructor File Requirements**

- 6. Clinical Instructors will have an additional orientation with the: Clinical Course Coordinator
- 7. The Clinical Coordinator and the Director of Nursing work to match Clinical Instructors with their area of expertise and correct qualifications.
- 8. *ClinicalStudent* requirements vary for faculty members providing direct clinical instruction with a Clinical Orientation Manual from the participating Clinical Partner. If a clinical instructor is an employee of the Clinical Partner in which they are providing clinical instruction, the Clinical Partner may not require Donnelly Nursing to obtain or store *ClinicalStudent* requirements.
- 9. Clinical Requirements:
  - Background check
  - American Heart Association Basic Life Support for Healthcare Professionals
  - Updated CNE/KANE Competency Exam
  - Confidentiality Agreement
  - Drug screen and background check.
     Note that a repeat drug screen and background check will be required if a former faculty member is rehired.
  - Flu vaccine
  - Health insurance
  - Hep B vaccine with titer or waiver
  - MMR vaccine or titer
  - Tuberculosis screening
  - TDAP vaccination
  - Review and learn federal OSHA guidelines
  - Varicella vacation or proof of immunity
  - VIRTUS Training (if indicated)
  - COVID-19 vaccination

# Faculty Qualification Report (FQR) & documentation required by the Kansas State Board of Nursing (KSBN)

- The Director of Nursing will complete the FQR and submit the FQR and supporting documents to the KSBN within 30 days of the appointment of the faculty member.
   The approved FQR will be kept in the faculty employee's file.
- The Director of Nursing will complete and submit to KSBN a Faculty Hire Exception Request, if required and submit it with the FQR.
  - The approval for the hire exemption will be kept in the faculty member's file.
- The Director of Nursing will complete a degree plan, if applicable, and submit it with the FQR. The approval for the degree plan will be kept in the faculty member's file. The Director of Nursing will notify KSBN when the degree is complete.

## Faculty

Teaching

Below is a grid that outlines faculty workload assignments and ensures a fair workload for each faculty member.

- $1. \ \ \, {\rm Faculty\ will\ be\ assigned\ 30\ workload\ hours\ per\ academic\ year.}$ 
  - a 12 credit hours total per year 12 in the Fall, 12 in the Spring, 6 in the Summer.
- 2. Workload hours will be calculated based on the different faculty roles within Nursing.
- 3. Didactic courses with exams apply to classes listed in the Examination Average and Grading Policy.

Faculty role	Workload Hours		
1 academic credit hour	1		
4 hours clinical or simulation (direct student contact)	1		
PN Program Coordinator	6		
RN & BSN Program Coordinator	6		
Clinical course coordinator (NURS-3210)	3		
Simulation & Laboratory Coordinator	6		
Director of Nursing	9		
New Class (preparation)	1		
Didactic course with exams	1		
Mentoring new faculty member	1		

## **Faculty Overload**

An instructor whose teaching load exceeds full-time as described above will be compensated according to the payment offered to an adjunct instructor. Occasionally, other duties may be requested of an instructor within the regular workload by mutual agreement.

## **Faculty Attendance**

Consistent and reliable faculty presence is essential to maintaining the professionalism, instructional quality, and studentcentered environment of the Donnelly College Nursing Program. Nursing faculty serve as role models of accountability and are expected to demonstrate the same commitment to attendance and punctuality as we expect from our students.

## **Paylocity Pay Dates and Time Punches**

Pay Dates are listed on the Donnelly Human Resources webpage. https://www.donnelly.edu/staff/human-resources

For adjunct Instructors, classroom time is paid per the contract with no time punches required. Clinical adjunct instructors will be paid at hourly rate. an For any clinical time, please make sure to clock in and out using the Paylocity Payroll program. If a clock in/out time is missed please of the Director Nursing at the end of the day email asking for α correction.

Please consult the Donnelly Employee Manual for Holidays, Emergency Leave, Jury Duty and PTO/Paid Time off guidelines. LINK - The link to the Employee Manual is being finalized and will be available this summer.

## **General Expectations**

• Full-time faculty are required to be on campus at least 30 hours per week, including a minimum of five scheduled office hours for student consultation.

- Adjunct faculty are expected to be present 15 minutes prior to each scheduled class or clinical assignment.
- Faculty must remain on-site for the entire duration of their scheduled instructional time unless otherwise approved.
- All faculty must uphold scheduled responsibilities in lecture, clinical, simulation, lab, meetings, and service assignments.

#### Professional Appearance – Dress Code

• Dress in a manner consistent with professional and clinical expectations when teaching in classroom, lab, or clinical settings. At all times business casual is required; no revealing clothing or long fingernails.

#### Faculty Daily Schedules – Post for students

Faculty are required to post a daily schedule list that identifies class times, clinical times and office times by their office area, where it can easily be seen by students. Please make sure that a copy of these hours is also given to the Director of Nursing and the Nursing Administrative Coordinator. These schedules should be followed as closely as possible. Instructors are not allowed to cancel or reschedule classes without prior approval of the Director of Nursing.

Promptness to class and scheduled clinical sessions is expected of all faculty/staff. Faculty are expected to be in the classroom/clinical setting at least 10 minutes prior to the start of the session.

#### Vacation Time

Full-time faculty/staff members are eligible for vacation time. It is encouraged that vacation time be taken between semesters. If this is not possible, the faculty member should make an attempt not to miss clinical or class times or make arrangements for time away from Donnelly College to be covered. Vacation time must be approved by the Director of Nursing and the employee may be asked to reschedule vacation time away.

#### Textbooks

Textbooks for the faculty are obtained by requesting a desk copy from the publisher. Upon leaving the college, desk copy textbooks used in the program remain the property of the school.

#### E-mail

Donnelly e-mail is mandatory and is the only official e-mail for college communications. Check your e-mail frequently for updates and instructions.

Consult the **Donnelly Employee manual** for instructions on setting up your email signature in Outlook.

LINK - The link to the Employee Manual is being finalized and will be available this summer.

## **Contact Information**

The nursing faculty are expected to provide the Director of Nursing with their current personal email address and cell phone number. Students must also receive a working phone number and/or other best contact information for faculty.

IMPORTANT: It is imperative that on the first day of class, students give their instructors working contact/phone <u>numbers and alternate contact numbers</u>. Contact may be necessary due to unplanned cancellations, inclement weather etc.

#### **Faculty Meetings**

Nursing Program Faculty meetings are generally scheduled monthly. One student representative from each nursing class may be elected by their class to attend the Nursing Program Faculty meeting for the purpose of program development and improvement (see by-laws). Faculty is expected to attend unless they are in a classroom teaching. If you are unable to attend for any reason, please contact the Director or Nursing or the Nursing Administrative Coordinator to let them know why you won't be in attendance. The nursing faculty must allow a few minutes of class time for the student representative to gather agenda items prior to the faculty meeting and then, after the meeting, report back to the class.

## Adverse or Inclement Weather - Closure of the College and Clinical Schedules

In case of extreme and inclement weather, students and faculty should check their Donnelly email for announced closures with class attendance details. College campus closings will be authorized by the College President. Campus closings are sometimes posted on local radio and/or television stations. Instructors cannot make the decision to cancel classes due to weather on their own.

- Classroom classes may be changed to a virtual format.
- If the College is closed due to inclement weather on a day that is scheduled as a clinical day, the clinical faculty member will contact the Director of Nursing 2 to 3 hours prior to the start time to discuss options. Class, labs or clinical activities may be altered (late start, or early dismissal) at the discretion of each individual faculty member upon consultation with appropriate people. The decision will then be relayed to students before their appointed clinical time.
- It is imperative that on the first day of class, students give their instructors working contact/phone numbers and alternate contact numbers.
- Specific guidelines for notification of schedule alterations will be provided to students by each faculty member during orientation to each course. Clinical time will be made up and rescheduled to a different day than originally scheduled. Class time may be made up in a different format than originally scheduled.
- If adverse weather occurs when the students are present in the clinical setting, the nursing faculty member will follow the policies and protocols for that health care facility and will use judgment regarding attendance for the remainder of the clinical day. Student safety is paramount. If this means releasing students from the clinical site, then that decision will be conveyed through the Director of Nursing. The remainder of the clinical time will be made up minute for minute and rescheduled to a different time. If the rest of the class remains at the clinical site, but a student feels strongly about leaving, he/she will do so using his/her own judgment.
- Transportation problems may result from inclement and hazardous road conditions. Students are not to be considered tardy for days where inclement weather is an issue.
- When conditions dictate, altering start times, excusing late arrivals or permitting early departures, the instructor may revise the normal class or clinical schedule after consultation with the Director of Nursing.

## **Reporting Absences**

Faculty are expected to notify leadership promptly when they are unable to attend a scheduled class, clinical, or meeting:

- Unplanned Absences (e.g., illness or emergency):
  - $\circ$  Notify the Director of Nursing and/or Clinical Coordinator as soon as possible.
  - Inform the Nursing Administrative Coordinator to assist with rescheduling or coverage.
  - Submit a plan for how missed instruction, grading, or supervision will be addressed.
- Planned Absences (e.g., professional development or personal time):
  - $\circ$   $\quad$  Submit a Request for Leave form or written notice at least two weeks in advance.
  - o Ensure all instructional duties are covered and instructional continuity is maintained.
  - Avoid scheduling time off during critical periods (e.g., exams, clinical checkoffs, or final evaluations).

## **Clinical Attendance**

Clinical instruction requires strict compliance with scheduled hours for student supervision, safety, and Board of Nursing regulations.

Faculty unable to attend a clinical day must:

- $\circ$  Notify the Clinical Coordinator immediately.
- Arrange appropriate coverage or submit a documented make-up plan.
- o Document any incidents or adjustments according to program policy.

## **Tardiness and Early Departure**

- Faculty are expected to be punctual and prepared.
- Repeated tardiness or early departures without approval may be considered unprofessional conduct and are subject to review.

#### Documentation of Attendance

- Full-time faculty must complete a Record of Paid Leave for any absence.
- Missed instructional time will be prorated based on actual teaching responsibilities.
- Adjunct faculty should report absences to their immediate supervisor for documentation and coverage coordination.
- Excessive or unreported absences may result in performance review or contract revision.

Professional Responsibility

Faculty attendance directly affects student learning, continuity of instruction, and the integrity of the nursing program. As educators, we model professional behavior and adaptive capacity in line with Roy's Adaptation Model, demonstrating responsibility and resilience in meeting our teaching and service obligations.

## **Academic Alert System**

When instructors notice a pattern of academic, personal or mental health concerns with a student, they should complete the Academic Alert System Form available on the Faculty & Staff webpage under Forms.

This form will be automatically sent to alert the Nursing Academic Advisor that the student needs immediate support. The Advisor will work with the instructor and the student to assist in the situation. LINK - <u>https://www.donnelly.edu/staff</u>

FacultyContractsandPlease consult the Donnelly Faculty Handbook for this information.

LINK - The link to the Faculty Handbook s being finalized and will be available this summer.

## Performance

See the Donnelly Faculty Handbook for this information. LINK - The link to the Faculty Handbook s being finalized and will be available this summer.

## Office Hours and Open-Door Culture

In alignment with Donnelly College's mission and the principles of accessible, student-centered education, all nursing faculty are expected to maintain regular office hours and practice an open-door culture to support student success, professional relationships, and adaptive learning.

Office hours should assure that students have consistent access to nursing faculty for academic guidance, mentoring, clarification of course content, clinical preparation, and professional development. It supports the Roy Adaptation Model by recognizing that open, timely communication promotes student adaptation across academic, psychosocial, and role function domains.

## **Office Hours Guidelines**

## Open Door Culture

Faculty are encouraged to maintain an open-door approach whenever they are on campus and not engaged in instruction, meetings, or other responsibilities. This fosters approachability, mentorship, and a welcoming learning environment.

- When possible, doors should remain open to signal availability to students.
- Faculty are encouraged to be responsive to student outreach via email, Canvas messages, or in-person inquiries.

Termination

**Evaluation** 

• In cases where a faculty member is unavailable, a notice should be posted with alternate times or instructions for scheduling an appointment.

## Full-Time Faculty

- Must be on campus at least 30 hours per week during active semesters.
- Must schedule and post a minimum of five (5) office hours per week dedicated to student consultation.
- Office hours should be consistent and occur across multiple days to accommodate diverse student schedules.
- Faculty hours must be posted:
  - Outside the faculty office
  - On the bulletin board on 2<sup>nd</sup> floor in Marian Hall (with the faculty name, office number, email address and office phone number)
  - In the course syllabi
  - $\circ$  On the Learning Management System (Canvas)

## Adjunct Faculty

- Must be available 15 minutes prior to and after class sessions to meet with students as needed.
- Offer students the opportunity to meet by appointment at mutually convenient times.
- Adjuncts are encouraged to communicate availability through Canvas or email.

## **Flexibility and Student Needs**

We recognize that students may face barriers in accessing faculty during traditional hours. Faculty should make reasonable efforts to accommodate requests for alternative meeting times, including:

- Virtual office hours by appointment (via Zoom, Google Meet, etc.)
- Evening or weekend availability during peak academic periods (e.g., exam weeks)
- Scheduled group review sessions when appropriate

## **Documentation and Communication**

- All faculty office hours should be reported to the Nursing Program Director at the start of each term.
- Changes to office hour schedules should be communicated to students and updated in Canvas promptly.
- Faculty should respond to student messages within 48 business hours unless otherwise noted.

## Modeling Accessibility

By maintaining visible, reliable, and student-centered office hours, nursing faculty model the professional accessibility and compassionate presence that are central to both nursing practice and education.

## **Marian Hall Facilities**

Marian Hall houses the Nursing Program on the 2<sup>nd</sup> and 3<sup>rd</sup> floors and faculty offices on the 4<sup>th</sup> floor. Faculty and staff must obtain individual codes for the keypads in Marian Hall from the Director of Nursing.

Students and Faculty may park in the lot adjacent to Marian Hall on Taurome Street as space allows. Parking is also available in the Donnelly covered parking garage. Please be aware that doors will be locked after 7 pm. The glass door of the main lobby of Marian Hall is to be kept always locked.

## **Resource Room**

The resource room for Students Faculty 4<sup>th</sup> floor.

This room is used by FACULTY and STAFF only and contains a refrigerator, a cabinet with basic office supplies, a coffee maker, a desk, a television and media cart that can be utilized in staff meetings or in classroom settings and a table and chair area for working and meetings, etc.

## Copy Room

For duplicating needs there is a copier/printer/scanner in Room 216 Marion Hall. The door code is 1, 2,3,4,5,6,7,8, and the copy code is 1949. For additional copying needs there is a copier in the mailroom of the main building. This is a Faculty/Staff area

only, as private information and testing materials may be sent through the printer. Please make sure to shut the door when it is not being used to discourage students from trying to use that copier.

The copy room is also the Home of our Scantron and has a large shredder.

## Nursing Student Lounge

The Nursing Student Lounge is located on the1<sup>st</sup> floor. It is a comfortable, well-lit area to study and take a break. There is a conference room adjacent to this room that can be used to gather and study as a group.

## **Computer Lab**

The Nursing Computer Lab is in Room 205; the door code is 1949. This lab has computers that are available for students during regular building hours, unless an instructor has it reserved for coursework. Please contact the Nursing Administrative Coordinator to reserve the Computer Lab for Classroom Usage.

## **Nursing Study Room**

The Nursing Study Room is located in room 303. This lab has computers, and study space for both instructors and students for extended learning. It is available during regular building hours, and the door code is 1949.

## Classrooms

Some of our classrooms are equipped with Smart Boards and Projectors. Please make sure to use only

Smart/White Board safe Markers on any of the White Boards in our classrooms. If you are unable to locate Smart/White Board Markers please feel free to check the supply cabinet in the Resource Room or to ask the Nursing Administrative Coordinator for help in locating them. You are encouraged to use this technology to enhance your courses. Please check with the Director of Nursing or the Registrar for room availability. Please feel free to contact the Director of Nursing for training concerning this technology.

## **Academic Building Facilities**

The Donnelly library is on the first floor of the Academic Building.

**The Blessed Seelos Chapel** is located on the first floor of the Academic Building and offers daily mass at 12:30 and a quiet place for prayer and meditation during day and evening classes.

**The Donnelly Bistro** is located on the first floor of the main building with several vending machines and tables. **The Dragons Den Coffee Shop** is located behind the Bistro.

## Remote Work – Nursing Faculty

- 1. Eligible faculty members must have a clinical assignment that is longer than 8 hours per day.
- 2. Faculty instructor must have completed at least one year of full-time teaching with Donnelly College Nursing.
- 3. Faculty instructor must have a satisfactory 90-day evaluation by the Director prior to working remotely.
- 4. The faculty member must be present for 8 hours a day on campus (unless they are teaching a clinical assignment) on the dates they are working on-site (example, faculty member works 8:00 am-4:30 pm with a 30-minute lunch break).
- 5. In-office and remote schedule must be consistent throughout the semester (example, remote work every Tuesday during the semester).
- 6. Faculty are expected to attend faculty meetings and other required faculty events in person, even if these events fall on a remote working day.
- 7. Faculty instructor must be available and responsive when they are working remotely (for example, respond to emails within 2 hours).
- 8. Remote working is not designed to be a replacement for appropriate childcare, nor should it be used to pursue other personal matters (such as volunteer work, attending classes or other business ventures) during work times.

- 9. Remote work is limited to one day a week.
- 10. Adjusted flex hours should be deducted from an 8-hour remote working day (for example, the faculty member has 3 flex hours for an 11-hour clinical day, so the faculty member would work 5 hours during the remote day).
- 11. At any time, the Director may suspend or terminate the remote working agreement. Reasons for this may include: faculty member not completing work in a timely manner; faculty member not have sufficient availability for students, faculty or staff; faculty member not completing quality work; faculty member not effectively communicating with stakeholders; faculty member not contributing to non-teaching needs of Donnelly Nursing; faculty member absence causes increased workload for those faculty members or staff in the office.
- 12. The Director of Nursing must approve the remote plan at least two weeks prior to the beginning of the semester.

## Faculty Rank and Promotion Procedures - Please see Donnelly College Faculty Handbook

**LINK** - The link to the Faculty Handbook is being finalized and will be available this summer.

## Nursing Social Media Guidelines

These guidelines apply to: All nursing faculty, staff and students to ensure privacy is respected when using social media.

- 1. Social media includes web-based tools that support and promote interactive and highly accessible communication between students, their peers, and others in the public.
- 2. Faculty and students are legally responsible for any information they post on social media.
- 3. Nursing faculty and nursing student guidelines:
  - a. There CANNOT be information sharing that is in direct violation of HIPAA, FERPA, college or facility policies which includes, but is not limited to, identifying patients by name, facility name or location, room number, or other identifiers.
  - b. Faculty, staff, and students are prohibited from taking personal photos, video, or audio recordings in patient care areas to avoid inadvertently capturing patients or patient information.
  - c. Posting unprofessional comments or exhibiting unprofessional behavior while identifying as a Donnelly College Nursing student on social media is prohibited.
- 4. Nursing faculty and students should not connect with patients or patient family members using social media.
- 5. Faculty and students should review and consider the NCSBN Nurse's Guide to the Use of social media (<u>https://www.ncsbn.org/public-files/NCSBN\_SocialMedia.pdf</u>) for general guidance describing professional expectations around social media use for nurses.

Nursing faculty, staff and students must adhere to the College's social networking guidelines and HIPAA regulations. Any breach of HIPAA (Health Insurance Portability and Accountability Act) will result in disciplinary action.

# Exam Policies & Guidelines

- All exams should be taken at scheduled times. Students must notify the class instructor of absences prior to the exam by phone, text or email. An arrangement needs to be made with the instructor to make-up the exam at the next scheduled class time. If not, zero points will be given. Only one exam per course can be rescheduled. There will be a 10-point deduction on all rescheduled exams.
- If the test is not surrendered at the designated time, the student will be given a zero for that test. A violation of this type can result in dismissal from the Nursing Program.
- Instructors are given the decision prerogative on make-up tests and can institute the following without prior announcement:
  - a. Adding questions

- b. Constructing tests or quizzes in any form, i.e., written, objective, essay, or oral
- c. Adjusting the environment for test security.
- No electronic devices will be allowed during examination time. All electronic devices emitting distracting noises will result in immediate termination of the student's exam. If calculators are allowed, the calculator must be an independent device not associated with phones or other electronic devices.
- All exams are reviewed after all students have taken the examination. If a student desires to further review the exam, an appointment must be made with the instructor.
- Student Personal items must be left in designated areas.
- THERE WIll BE NO MAKE-UP OPPORTUNITIES FOR QUIZZES.
- Students who obtain less than 80% on any test are <u>strongly encouraged</u> to:
  - Meet with nursing faculty for further test review
  - Schedule a follow-up remediation with the Instructor or Nursing Academic Advisor for study and test evaluation/skills.
- The content of examinations is confidential. It is expected that students will not divulge any questions on examinations to any individual or entity. The unauthorized possession, reproduction, or disclosure of any examination materials, including the nature of content of examination questions, before, during, or after the examinations is in violation of the nursing division policy and will subject the student to dismissal from the program.
- Students will not be allowed to congregate in hallways outside of classrooms during test administration.
- Written work must be satisfactorily completed and on time. Late assignments will not be accepted and will result in a ZERO.
- Students are not allowed to leave & return to the classroom during an exam.
- Quizzes may be given at any time, in any course and may be unannounced

#### Faculty Responsibility

- Faculty are expected to monitor student performance closely and notify students early if academic concerns are identified.
- Formal student evaluations are held at **midterm** and the end of the course, and periodically as the need arises The Instructor will provide verbal counseling to increase student awareness of the problem areas and to allow the student an opportunity to improve performance.
- All grade-related conferences, feedback, and interventions are documented.
- When it is discovered that a student is **mathematically unable to pass** a course before the end of the term, the instructor will **advise the student promptly** and refer them to the **Nursing Academic Advisor** for further support and planning.

## Grading

## **Grade Conferences**

- Students can check their grades any time by accessing their individual student portal.
- Students may request a conference at any time with a faculty member or the Nursing Academic Advisor for the purpose of discussing grades or performance.
- Midterm conferences will be conducted for those students who are at risk of failing classroom, lab or clinical portions of the program. Remediation steps may be assigned.
- Students will also be made aware of their final grade and, if failed, will meet with the Program Coordinator and the Director of Nursing to discuss options for re-entry.

## **Lab Policies**

- The student will have two opportunities to pass each procedure. An additional opportunity can be earned if the student attends the scheduled live demo. Each lab procedure must be passed satisfactorily completing 100% of the critical elements.
- On the second testing of an essential procedure, the student will have the option of selecting and scheduling an additional nursing faculty member to be present. Any student who does not meet the criteria for passing an essential procedure within the two opportunities will be considered to have failed the lab.
- Students must pass the skill in Lab before going to clinical and performing the skill on a patient.

Standards

- The time limits set for the lab procedures testing will be enforced. Any student failing to complete the procedure(s) in the set time limit will receive a failure for any procedure(s) not completed.
- Failure to attend a scheduled testing time for any reason will count as a testing failure.
- All scheduling or changes will be made through the Nursing Lab Coordinator.
- All appointments for the retest must be made at the time of the failure. Retesting may not be done the same day.
- Written work must be satisfactorily completed and on time. Late assignments will not be accepted and will result in a ZERO.
- All lab competencies and practicums are treated as clinicals. Uniforms and name tags are required.

•	There	are	to	be	no	extra	credit	assignments.
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## **Clinical Simulation**

Clinical simulations are part of the skills and clinical experiences. All regulations that apply to clinical sites also apply to simulations. This includes being prepared and on time, wearing Donnelly College attire and having clinical equipment available for use. As in clinical, a student may be dismissed for not being prepared and on time. An absence is required to be communicated to the instructor at least 2 hours prior to the scheduled clinical simulation time.

## **Clinical Expectations & Grading**

## **Clinical Expectations**

- Clinical experiences should be assigned that are appropriate to the student's level of education.
- If the student fails to pass the clinical, all three related instructions need to be repeated; the didactic class, the lab and the clinical assignment.
- Students are expected to be prepared and report promptly to the clinical site. Students denied admission, for any reason, will be counted absent. Absences from clinical practice must be reported at least 2 hours before the scheduled starting time.
- Students may not have patient contact or access to any clinical setting or patient records without a clinical instructor present.
- Students will not be able to change clinical groups without approval from the Clinical Coordinator.
- Students are not to be responsible for narcotic counts and must follow hospital guidelines regarding narcotics and control drugs.
- Students may review physician orders only. Transcribing orders is not permitted. Students are NOT allowed to take verbal or phone orders from physicians or nurse practitioners.
- Students may do routine checks of doctors' orders and MARs under the supervision of their clinical instructor or a registered staff nurse.
- Every effort is made to place a student in a facility in which they do not work. If you are placed in a facility in which you work, you are not to perform any work that you normally do for that facility, but rather be there as a student.
- Students may not transport patients in personal vehicles.
- Students may not be a witness for consent for any legal documents.
- Students that have had a change in health status (surgery, childbirth, hospitalization, injury) must have a physicians' release in writing prior to attending their clinical assignment.
- Use of cell phones, I-pods, PDA's, or other electronic devices is not authorized in the clinical setting.

## **Clinical Grading**

- Faculty are expected to specify expectations in measurable terms.
- Give weekly, timely and constructive feedback.
- Supervise all invasive procedures and medication administration or delegate (if acceptable) to appropriate agency personnel.
- Clinical assignments are graded on a point system with 80% as the minimum passing grade.
- There is to be no credit for missed days or late paperwork. Late paperwork will result in a zero (0).
- To receive a passing clinical grade, the following must occur:

- o EACH clinical objective must be passed by a minimum 80%
- o An objective is passed by meeting 80% of the performance standard during the week's clinical experience.
- o Essential procedures and criteria must be passed.
- o Written work must be satisfactorily completed and on time. Late assignments will not be accepted and will result in a ZERO.
- o If the student fails to pass the clinical, all three related instructions need to be repeated; the didactic class, the lab and the clinical assignment.
- o If theory or lab is failed, the didactic, lab and clinical components must be repeated.

## Student Return to Clinical After an Absence

- Any student who has been absent due to surgery, injury, extended physical/mental illness, pregnancy, or maternity delivery must have a signed clinical release form from his/her physician indicating that he/she may return to clinical at full capacity and is able to perform all skills and duties.
- The clinical release form **must** be submitted directly from the physician to the Donnelly College Director of Nursing, who will notify the appropriate faculty member. This form will be placed in the student's file.
- A student may not return to a clinical assignment if he/she cannot perform at full capacity.
- Clinical agencies reserve the right to determine if a student may practice in their facility while under a physician's care.

## Student Return from an Extended Leave

- Returns from an extended leave will be granted on a space available basis.
- All required nursing courses will be completed within a two-year period to qualify for graduation.
- Only one leave, one semester in length will be permitted.
- The student must request reenter into the program by reapplying for the nursing program and attaching a detailed action plan for success. The request for reentry must be submitted within one year of the requested leave of absence.
- Any student who has been absent due to surgery, injury, extended physical/mental illness, pregnancy, or maternity delivery must have a signed clinical release form from his/her physician indicating that he/she may return to clinical at full capacity and is able to perform all skills and duties.
- Readmission following a leave of absence is not guaranteed. At the director's discretion, the student may be asked to complete competency and/or skills testing with a 90% pass rate or better before being granted readmission.

## **Student Course Remediation Process**

Course remediation is assigned to a student by the course instructor when a student is scoring below the 80% benchmark on assignments and/or exams. The goal of course remediation is to support student learning and prevent further academic decline and determine what the course of action should be for the student;

- If course work needs to be completed or resubmitted.
- if the student needs to retake the class.
- Remediation may include additional assignments, practice tests, skill reinforcement, tutoring, or other academic support strategies.

Students must complete individualized remediation assignments they receive from the instructor by the deadline provided and before **the completed class grade is official or before the start of the next semester.** 

Failure to complete remediation may result in a grade penalty or course failure.

**Note:** ATI scores are factored into final course grades as outlined in the syllabus. ATI performance does not automatically result in failure but may contribute to overall course standing.

## Nursing

## Remediation

Council

The purpose of Nursing Program Remediation is to review, hear, and act on student petitions to the Nursing department regarding academic polices, program requirements, student academic grading systems, student program progression, and student dismissals. **The student is required to meet with the Academic Advisor first.** 

- A. MEMBERS The committee serving on the Nursing Program Remediation Council shall consist of current full-time nursing faculty.
- B. DUTIES Review, hear, and act on student petitions and student exceptions
- **C.** PROCEDURE: Council will meet as needed to address urgent matters in a timely manner. **An initial response to the petitions will be received within two weeks.**

## NOTE: Issues of academic integrity, academic honesty, and professionalism are not reviewed by this group.

• Decisions on academic integrity, academic honesty, and professionalism are determined by the Director of Nursing with the Program Coordinator.

## Student Appeal of Grades

**Eligibility for Appeal -** While enrolled in a nursing class, a student may appeal a grade received in coursework, on a quiz or on an exam or, **excluding missed assignments or missed exams/quizzes.** Appeals must be initiated by the student **within 48 hours** of the grade being issued by requesting a meeting with the instructor.

## Appeal Process

- 1. Instructor Review: The student must first meet, within 48 hours of receiving the grade, with the instructor to discuss the grade and seek resolution. It is important and will make a difference when students approach appeals with respect and a professional attitude.
  - a. Instructor Response: The instructor will provide a written response with the next steps within 48 hours of the student's initial outreach.
- If unresolved after the meeting with the instructor, the student may submit a written appeal to the Academic Advisor 2<sup>nd</sup> and the Program Coordinator as a 3<sup>rd</sup> contact within three (3) business days of initiating each appeal.
  - a. Required Documentation: Appeals must include the original graded exam or assignment, the course syllabus, and any other relevant supporting materials.
- 3. **Director of Nursing Appeal:** If the student is not satisfied with the Program Coordinator's decision, they may escalate the appeal to the Director of Nursing **within 24 hours of the Program Coordinator's decision.** The student must formally request an appeal in writing and provide supporting documentation.
- 4. **Committee Review & Final Decision:** Appeals to the Director of Nursing are reviewed and decided **within 10 business days** of the receipt of the appeal.

NOTE: The committee's decision is final and cannot be appealed outside of the Department of Nursing for course or assignment grades.

## Student Responsibility

It is the student's responsibility to initiate the appeal within the designated 48 hour timeframe and provide all necessary documentation.

Late appeals or those without proper documentation will not be considered.

Failure to follow the appeal process as outlined may result in automatic denial of the appeal.

## Test Question Appeal Policy

Students may challenge individual test questions on written or computerized exams using the following process:

• Initiation: Students must initiate a meeting with the course instructor within 48 hours of the exam grade being posted.

- Instructor Response: Instructors will provide a written response with the next steps within 48 hours of receiving the challenge.
- Challenge Submission: If the concern is unresolved after the meeting, the student may submit a Test Question Challenge Request to the instructor via email within three (3) business days of initiating the appeal.
- Documentation: The form must include the question number, a rationale for the challenge, and evidence-based support (e.g., course textbook, ATI, or other approved resources).

## Appeal regarding Missed Classes, Exams, Quizzes or Assignments

Missed classes, exams, quizzes and assignments because of tardiness, unexcused absence or being removed from class cannot be appealed and will receive a zero.

# Student Academic & Administrative Probation Program

Probation requirements must be met by a student who is placed on probation for the student to remain in the nursing program

- A. The purpose of the probationary status is to support a student with academic challenges through the nursing program and plan for specific and tailored academic and clinical requirements to meet this end.
- B. The student may be removed from probation upon satisfactory completion (at 80% or above) of their nursing academic year. Satisfactory completion is indicated by a majority of 80% or higher grades in completed nursing courses.
- C. For students on academic probation, one or more failure(s) of any nursing course(s) will result in dismissal from the program and the student will not be permitted to reapply.
- D. Students whose cumulative grad falls below 80% at the end of any semester or 8-week term will be placed on nursing academic probation and will follow nursing policy regarding probation. Students on academic probation are provided tutoring and support as needed from nursing tutors and/or faculty.
- E. Students on academic probation are provided tutoring and support as needed from nursing tutors and/or faculty.
- F. A student may only be on probation once for the same issue during their time in the nursing major, as defined on the Nursing Remediation form.
- G. Students may be placed on administrative probation if their professional and/or academic performance in the academic or clinical areas places them, or others, at risk.
- H. The Program Coordinator and Director of Nursing will determine the length of the probationary period.
- I. A student on administrative probation will meet with the Nursing Academic Advisor, Program Coordinator and Director of Nursing to develop a contractual agreement regarding standards of acceptable professional and academic behavior.
- J. The probation contract agreement needs to be reviewed and approved by the VP of Academic Affairs and the VP of Student Affairs.
- K. The contract must be signed by the student and the Program Coordinator or Director of Nursing.
- L. The contract must be satisfied in its entirety prior to the student being removed from probationary status.
- M. Failure to satisfy this contractual agreement and/or failure to meet program requirements may result in dismissal from the nursing program.

## Student Dismissal from the Nursing Program

In addition to grounds specified in the Code of Academic and Clinical Professional Conduct for students at Donnelly College, grounds for dismissal of students in the Nursing Program shall include, but not be limited to, the following:

- Unsafe and/or unethical nursing practice as documented by instructors, college faculty, clinical staff, and other health care personnel.
- Conduct that jeopardizes the safety of clients, clinical facility staff, college faculty and staff, or other students.
- Clinical facility/unit staff request that a student not return to area.
- Failure in two different nursing courses.
- Failure to resolve problems that caused the student to be placed on academic probation causing a second semester of probation or of Academic Suspension.
- Repeated violations of the attendance policy.
- Become ineligible because of arrest/conviction of a crime during the course of the nursing program.
- Non-payment of fees and tuition
- Academic integrity concerns

# DISMISSAL BASED UPON ANY OF THE ABOVE WILL RENDER THE STUDENT INELIGIBLE FOR READMISSION TO THE NURSING PROGRAM.

## Access to Student Information

- A. The student's applicant file will be kept secure; hard files will be kept in a locked file cabinet in the Nursing Department Administrative offices office during the time he/she is a student at Donnelly College.
- B. The student's academic advising files will be kept secure; hard files will be kept in a locked file cabinet in the Nursing Academic Advisor's office during the time that he/she is a student at Donnelly College.
- C. Student clinical evaluation files are maintained in the learning management system which is password protected and only the course instructor, Clinical Coordinator and Nursing Administrators have access.
- D. Academic and Student Affairs Department student files will be maintained via password protected Teams Folders and/or kept in secured locked cabinets.
- E. The student has the right to review his/her own file upon written request to the Academic Advisor, allowing 48 hours for a response.
- F. The Nursing Academic Advisor, Program Coordinator, Director of Nursing and Dean of the College shall have access to the student's individual file that includes grades, clinical evaluations, and any other pertinent information that could influence the student's normal progress in the program.
- G. All student files are property of the Donnelly Nursing Department.

## COURSE AND SIMULATION SUMMARY REPORTS (see Appendix for sample Course Reporting Form)

Faculty will create a Course Report for each didactic and clinical course taught during the semester as part of the continuous improvement process.

- 1. The Didactic Course Report will include a summary of:
  - a. Information from the Student surveys and Survey of the Didactic Instructor

- b. Examination Review and Analysis\_form if examinations were administered
  - i. Examination Blueprints
- c. The faculty instructor's suggestions for improvements
- 2. The Clinical Course Report will include a summary of:
  - a. Student Surveys on
    - i. The Clinical Instructor or Preceptor
    - ii. The Laboratory
    - iii. The Clinical Partner
  - b. The Clinical Instructor's suggestions for improvements
- 3. The Simulation Coordinator will submit a Simulation Report at the end of each semester.

# **Professional Development for Nursing Faculty**

At Donnelly College, we believe that effective nursing education requires faculty who are committed to continual growth, reflection, and professional excellence. Consistent with our mission and the principles of Roy's Adaptation Model, nursing faculty are expected to engage in meaningful professional development that promotes their ability to educate, mentor, and lead in an ever-changing healthcare environment.

Expectations for Professional Development

Nursing faculty are accountable for maintaining current knowledge, teaching effectiveness, and clinical relevance. All faculty full-time, part-time, and adjunct—are encouraged to pursue learning opportunities that enhance instructional strategies, clinical expertise, simulation practice, and cultural responsiveness.

Professional development activities may include:

- Participation in college-sponsored workshops or webinars
- Attendance at national or regional nursing conferences
- Completion of CEUs for licensure or specialty areas
- Simulation training aligned with INACSL Standards
- Research, scholarship, or presentations related to nursing education
- Service on committees, task forces, or curriculum review teams

Full-Time Faculty Requirements

Full-time nursing faculty are expected to:

- Complete an Individual Development Plan (IDP) each academic year
- Attend scheduled professional development sessions, nursing faculty meetings, and curriculum reviews
- Participate in at least one nursing program committee and one college-wide committee
- Maintain current RN licensure and any specialty credentials required for their teaching role
- Support new faculty through mentoring, peer observations, or onboarding support

Adjunct and Part-Time Faculty Expectations

Adjunct and part-time faculty must:

- Complete assigned orientation and required training (Canvas, ExamSoft, simulation systems)
- Attend department or simulation calibration sessions as needed for instructional assignments
- Maintain clinical competency and meet program expectations related to licensure and teaching delivery

Roy's Adaptation Model and Faculty Growth

The Roy Adaptation Model emphasizes growth and integration through adaptive responses. Professional development reflects this by supporting:

- Self-concept: Strengthening professional identity and reflective practice
- Role function: Expanding faculty expertise in teaching, leadership, and mentorship
- Interdependence: Encouraging collaboration, peer support, and shared governance
- Physiologic-physical mode: Maintaining clinical and technical competence relevant to current practice

Faculty are encouraged to select development opportunities that support these domains, thereby promoting their own adaptation as educators and contributing to a high-quality, adaptive learning environment for students. Support and Reimbursement

Faculty may apply for professional development funds to support travel, registration, or training materials. To request funding:

- Submit a completed IDP and Purchase Order form in advance
- Ensure the activity aligns with faculty goals or program needs
- Return a Record of Professional Development and receipts for reimbursement
- Share key insights with colleagues, when appropriate

Faculty development is not only a professional obligation—it is a shared commitment to excellence, adaptability, and transformation in nursing education.

# **Faculty Roles and Expectations**

## Teaching Responsibilities (Lecture, Clinical, Simulation)

To ensure consistency, academic excellence, and alignment with Donnelly College's mission and educational framework, all nursing faculty are expected to fulfill the following responsibilities across lecture, clinical, and simulation instruction. These expectations reflect our commitment to Evidence-Based Education, Roy's Adaptation Model, and national nursing standards. Roy's model guides faculty to view students as holistic adaptive systems interacting with their internal and external environments. Faculty are expected to create learning experiences that stimulate adaptation across the four adaptive modes: physiologic-physical, self-concept-group identity, role function, and interdependence.

## Lecture Responsibilities

Faculty teaching in the classroom are expected to:

- Prepare and deliver content aligned with course outcomes, program competencies, and national standards (QSEN, ANA, NGN).
- Promote adaptive learning by designing instruction that fosters reflective thinking, ethical reasoning, and effective responses to academic stimuli.
- Use diverse teaching strategies such as case-based learning, concept mapping, Socratic questioning, and NGN-style assessments to support cognitive adaptation (cognator subsystem).
- Foster an inclusive, adaptive environment that honors each student's identity, encourages autonomy, and promotes role development (self-concept and role function modes).
- Upload syllabi, materials, and grades to Canvas in a timely and organized fashion.
- Provide constructive formative and summative feedback to enhance adaptive performance.
- Monitor student progress and guide adaptive behaviors through early interventions.
- Maintain open and supportive communication with students through consistent office hours and outreach.

## **Clinical Responsibilities**

Faculty supervising clinical instruction are expected to:

- Orient students to the site, expectations, and safety protocols, framing these as part of the external stimuli students must adapt to.
- Ensure clinical activities support core competencies and offer opportunities for adaptive behavior in the physiologic, role function, and interdependence modes.
- Provide real-time coaching and clinical feedback, helping students process stimuli using the regulator and cognator subsystems.
- Model professional behaviors that promote adaptation and ethical practice.
- Conduct structured post-clinical debriefings to guide students in recognizing ineffective behaviors and developing adaptive strategies.
- Evaluate student performance using consistent tools and document both adaptive and maladaptive responses.

- Address unsafe or unprofessional behaviors promptly as indicators of compromised adaptation, offering opportunities for behavioral redirection.
- Serve as role models of patient advocacy and collaborative care.

## Simulation Responsibilities

Faculty facilitating simulation experiences are expected to:

- Develop and implement realistic simulation scenarios that reflect the dynamic stimuli nurses face in practice.
- Promote psychological safety and student adaptation to new clinical environments through structured prebriefing.
- Apply evidence-based simulation pedagogy (e.g., INACSL standards) aligned with Roy's adaptive modes.
- Use simulation to observe and assess behavioral responses (adaptation) to focused, contextual, and residual stimuli.
- Facilitate guided debriefings that support cognitive-emotional adaptation and critical self-evaluation.
- Evaluate student performance with tools linked to program learning outcomes and Roy's adaptive modes.
- Collaborate with simulation staff to ensure technical and contextual fidelity in the learning environment.

## **General Expectations for All Faculty Roles**

Regardless of teaching environment, faculty are expected to:

- Uphold the mission, values, and Catholic identity of Donnelly College while embracing Roy's holistic view of persons as adaptive systems.
- Promote professional integrity, compassionate presence, and accountability.
- Participate in curriculum and program assessment to enhance educational adaptation and alignment.
- Engage in professional development and reflective practices that support personal and professional growth.
- Provide equitable and individualized support to students while protecting confidentiality and maintaining FERPA compliance.

## Professional Conduct and Role Modeling

The nursing faculty at Donnelly College serve as educators, mentors, and professional role models. Students observe and learn not only from what is taught but from how faculty act, communicate, and respond. Faculty professionalism is foundational to the culture of safety, respect, and ethical practice we strive to foster in every classroom, lab, and clinical setting. This section outlines the expectations for professional conduct and role modeling, consistent with Donnelly's mission and the guiding principles of the Roy Adaptation Model.

## Professional Conduct Expectations

Faculty are expected to maintain the highest standards of professional behavior, including:

- Demonstrating respect, equity, and cultural humility in all interactions with students, colleagues, and the broader community
- Communicating with integrity, professionalism, and timeliness in person and across all platforms (email, LMS, meetings)
- Maintaining appropriate boundaries with students, while being accessible, approachable, and supportive
- Dressing in accordance with professional and clinical norms during instructional hours and site visits
- Following college and program policies, including those related to FERPA, HIPAA, Title IX, and Donnelly's Employee Code of Conduct
- Addressing concerns or conflicts constructively and privately when appropriate, and involving leadership when needed

## Role Modeling in the Nursing Program

Faculty are expected to actively model the behaviors and attitudes we seek to develop in students:

- Integrity and Accountability: Upholding academic and clinical standards, admitting errors, and taking ownership of responsibilities
- Adaptability: Modeling flexibility and resilience in dynamic situations, as emphasized in Roy's framework of adaptive modes

- Professional Judgment: Demonstrating critical thinking and evidence-based reasoning in teaching, mentoring, and clinical decision-making
- Communication: Engaging in respectful, therapeutic, and professional dialogue, including in moments of disagreement or challenge
- Empathy and Presence: Exhibiting compassion, calmness, and attentiveness in interactions with students, patients, and colleagues
- Self-Reflection: Participating in continuous self-assessment and modeling a growth mindset in teaching and practice

## Clinical and Simulation Standards

In clinical and simulation settings, faculty are held to the same standards expected of licensed nurses and preceptors:

- Maintain and model safe, ethical, and patient-centered care
- Supervise students actively and intervene when safety or professionalism is at risk
- Create a psychologically safe environment for simulation-based learning
- Ensure that confidentiality, debriefing, and feedback are conducted with dignity, professionalism, and focus on growth
- Dress professionally and represent the Donnelly nursing program with pride and accountability

## Maintaining the Learning Climate

Faculty help shape the culture of the program. As such, they are expected to:

- Promote adaptive learning environments by responding to student needs across Roy's adaptive modes: physical (learning space), role function (expectations), self-concept (confidence building), and interdependence (belonging)
- Encourage professionalism by modeling and reinforcing standards consistently
- Address unprofessional behavior among students promptly and respectfully using program policies and documentation procedures
- Seek support from leadership when needed to ensure a safe, respectful, and academically rigorous environment

## Accountability

and

Violations

## Accountability

Professionalism is not optional. Violations of conduct or persistent unprofessional behavior may result in:

- Coaching or verbal feedback
- Written warnings or corrective plans
- Reduction or removal of teaching responsibilities
- Non-renewal or termination of faculty contracts (per college policy)

Faculty are encouraged to seek feedback, self-reflect, and engage in continued growth as professionals, clinicians, and educators.

Failure to comply with professional standards may result in:

- Verbal or written warnings
- Performance improvement plans
- Loss of teaching assignments or committee roles
- Disciplinary action up to and including contract non-renewal or termination

## **Clinical Partner Contractual Agreement**

Contractual agreements with Clinical Partners are required to be current and the Clinical Partner and Educational Partner are required to be in compliance with the contract.

- 1. A current contractual agreement will be signed by each Clinical Partner and the Educational Partner/Donnelly Nursing prior to students starting direct clinical experiences.
- 2. The contractual agreements will be current during all direct clinical experiences.

- 3. All contractual agreements executed will be kept in a secure location electronically.
- 4. The Nursing Administrative Coordinator will perform an annual review of the contractual agreements each summer and initiate renewals as indicated.

## Confidentiality – HIPPA Compliance

The public is entitled to confidentiality of their medical and personal information. The right to confidentiality of medical information is protected by state law and federal privacy regulations known as the Health Insurance Portability and Accountability Act (HIPAA). HIPAA is a US law from 1996 designed to provide protection of a patients' medical records and health related information that is provided to health plans, doctors, hospitals, and other health care providers. This refers to health plans, health care providers, health care students and facilities that provide health care. Those regulations specify substantial penalties for breach of client confidentiality; students will be asked to complete the <u>Acknowledgement of Confidentiality Policy</u> form.

- All client medical and personal information is confidential information regardless of educational or clinical setting(s) and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a hospital, clinic, or any other venue. Information may only be shared with healthcare providers, supervising faculty, hospital or clinic employees, and students involved in the care or services to the client or involved in approved research projects who have a valid need to know the information. Any discussion about a patient's private information should be limited to their case manager.
- 2. Hospital Information System's user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information to which he/she is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
- 3. If a violation of this policy occurs or is suspected, students or faculty members should immediately report this information to their supervising faculty member.
- 4. Violations of this policy will result in disciplinary action and may include termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.
- 5. Under strict circumstances, upon receipt of a properly executed medical authorization by the client or a subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriates of the authorization or subpoena should be directed to the Director of the Nursing.

## **Infectious Exposure Response**

Students and faculty must follow the procedures below in the event of exposure, during an academic or clinical experience, to bloodborne pathogens or other potentially infectious materials through a needle stick, sharp injury, splashes onto broken skin, splashes into eyes or mouth, or through a human bite that breaks the skin.

- 1. In the event of an exposure incident, students and faculty are directed to immediately contact the appropriate personnel at the Clinical Partner, as well as to notify the Director of Nursing. Prompt reporting of exposure to bloodborne pathogens, body fluids or other potentially infectious materials is crucial to ensure that proper medical evaluation and treatment, if applicable, is initiated in a timely manner.
- 2. Follow the clinical locations reporting requirements in addition to Donnelly College's reporting requirements (see Incident Reporting form in the appendix).
- 3. Education on bloodborne pathogens or other potentially infectious material is covered in the Clinical Orientation that each student completes each year in the Nursing program.

## Procedure for Needle Sticks/Sharps Injuries and Body Fluid Exposures:

- 1. The student should immediately notify the clinical faculty member or Preceptor who is responsible for the learning experience in which the student is engaged.
- 2. The clinical faculty member will review the student's <u>Clinical Student Information</u> form.
- 3. Unless extraordinary circumstances are present, the clinical faculty member or Preceptor shall assist the student in shedding contaminated clothing, wiping/washing off visible blood and/or body fluids, and disinfecting the area exposed in an acceptable manner (i.e., a skin-approved bactericidal soap, a waterless cleaner, etc.). Care should be taken not to use abrasives or cleaners that can damage the skin. If blood or body fluids are splashed in the eye or mucous membrane, flush the affected area vigorously with running water.
- 4. The Clinical Instructor should complete the required <u>Incident Report form (See Appendix)</u>.

## Post-Exposure Care:

5. The clinical faculty member or Preceptor shall notify the appropriate personnel at the Clinical Partner that an exposure incident has occurred. If the exposure incident occurred at a Clinical Partner that can provide the necessary medical evaluation, initial prophylactic treatment, and testing, such treatment should be provided as for any other exposure.

- 6. If the clinical partner cannot or will not provide this necessary medical evaluation, initial prophylactic treatment, and testing, the student should be immediately taken to the nearest emergency room or occupational health clinic, as prophylactic treatment should be started as soon as possible if indicated.
- 7. The faculty member or Preceptor will make arrangements to test the source individual as soon as possible to determine human immunodeficiency virus (HIV), hepatitis B virus (HBV), and hepatitis C virus (HCV) infectivity.
- 8. Medical evaluations, initial prophylactic treatment, and testing will be at the student's expense.

## **INCIDENT REPORTS**

- 1. An <u>Incident Report</u> should be completed by a Nursing Instructor if a student or Nursing Instructor is involved in or accused of: (The Incident Report Form is in the Appendix)
  - a. Exposure to Infectious Material
  - b. Health Issues(s), Injury or other Incident during Lab, Simulation or at a Clinical site
  - c. Medication Errors, including near misses
  - d. Nursing Honor Violation
  - e. Nursing Student Handbook Policy or Clinical Partner Policy Violation
  - f. Other concerns
- 2. The <u>Incident Report</u> should be reviewed and signed by the student or employee that was involved in the incident and then submitted to the Clinical Course Coordinator, if indicated, and the Director of Nursing **within 24 hours of the incident**.
  - a. The Clinical Instructor should assist the student in completing all reports when a Clinical Partner is involved.
  - b. When a student or Nursing faculty member is involved in or accused of one of the above concerns during time with a Clinical Partner, the Clinical Partner may complete the <u>Incident Report</u>.
- 3. If there is a medication error or inappropriate behavior, Academic Remediation and/or reflection should be part of the "Plan for Improvement and/or Corrections" section in the <u>Incident Report</u>.
- 4. Students or faculty will have the opportunity to dispute details of the <u>Incident Report</u> by submitting an email to the Faculty Instructor and Director of Nursing within 36 hours of the incident.
- 5. All Incident Reports will be reviewed at the Nursing Faculty Meeting.

## LIABILITY INSURANCE

Liability Insurance is required for compliance with Clinical Partners regarding malpractice insurance.

- 1. Faculty and Students are covered under the malpractice coverage plan provided by Catholic Mutual Group through NSO/Nurses Service Organization.
- $2. \ \ \, \mbox{The Donnelly College Business Office will purchase this group policy.}$
- 3. Faculty and students may purchase additional personal liability insurance at their own expense.

# **Donnelly Nursing Department Job Descriptions**

Job Title: Director of Nursing

Location: Donnelly College, Kansas City, Kansas

Full/Part Time: Full-Time Exempt/Non-Exempt: Exempt Position Reports to: Dean of the College

#### ABOUT DONNELLY COLLEGE

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class. Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit www.donnelly.edu.

#### JOB SUMMARY

The Director of Nursing is a 12-month salaried position. The Director will oversee curriculum, admission and programmatic change as required by Donnelly College, Kansas State Board of Nursing, or the Dean of the College for all Nursing Programs. The Director will also recruit, mentor, support and retain quality faculty.

The Nursing Program is scheduled during various days and weekends throughout the semester.

#### RESPONSIBILITIES

- Stay current in subject matter through professional development related to nursing curriculum and nursing standards
- Serve on appropriate college and/or nursing program committees.
- Maintain regular office hours.
- Act as a role model for the college and the nursing profession and uphold the policies of the nursing program and the College.
- Possess excellent oral and written communication skills.
- Contribute to strategic initiatives through timely data management, analysis, and graphic display for driving actionable nursing and organizational outcomes.
- Oversight and coordination of clinical and curriculum schedules each semester.
- Assist with grant writing/reporting.
- Substitute teach in classroom, lab or clinical areas if there is an instructor need or faculty absence.
- Oversight of class syllabi and learning management system for each class.
- Prioritizing workload.
- Demonstrate strong organizational skills and efficient time management.
- Adhere and ensure that FERPA guidelines and HIPAA guidelines are maintained.
- Other duties as assigned by the Dean of the College.

#### Qualifications:

- Current unrestricted Kansas Nursing License required.
- Master's or equivalent required,
- Adult teaching experience required.
- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Experience with a diverse population of students preferred.
- Demonstrate a thorough and accurate knowledge of the use of electronic communication and audiovisual equipment.
- Experience in nursing program success through:
  - Understanding and demonstrating ability to write nursing course curriculum
  - Understanding and demonstrating program accreditation knowledge
  - Demonstrating an interest and commitment to learning for life for students, staff, faculty and self.
- Effectively work with various constituents (i.e., faculty, students, staff, and senior leadership).
- Physically able to stand, walk, and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - o For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

• Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

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Job Title: Nursing Program Coordinator – RN & BSN

Location: Donnelly College, Kansas City, Kansas

Full/Part Time: Full-Time Exempt/Non-Exempt: Salary Exempt Position Reports to: Director of Nursing

#### ABOUT DONNELLY COLLEGE

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class. Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit <u>www.donnelly.edu.</u>

#### JOB SUMMARY

The Nursing Program Coordinator for the RN & BSN programs is a 12-month salaried position. The coordinator will manage the RN & BSN nursing programs, curriculum, student affairs and provide intake/admission guidance as required by the Donnelly College Director of Nursing, Vice President of Academic Affairs/Dean of the College, and the Kansas State Board of Nursing. The coordinator will also work with faculty, students, and other stakeholders to ensure quality and compliance. This position will also assist in recruiting and retaining quality faculty. The Nursing Program is scheduled for various days and weekends throughout the semester.

#### RESPONSIBILITIES

- Be available on-site and on-campus full-time Monday through Friday.
- Design, implement, review and evaluate curriculum and class syllabi.
- Oversight of learning management systems for each class.
- Assist in nursing student recruitment and selection by participating in nursing student admission interviews.
- Build, expand, and work to establish relationships to increase BSN enrollment.
  - o Communicate with current and past Donnelly nursing students.
    - o Create new community contact networks.
- Oversee the nursing student orientation meeting for the RN & BSN programs.
- Assist in the selection, onboard training, and evaluation of faculty and staff
- Collaborate with department faculty and staff in scheduling courses.
- Ensure departmental compliance with
  - o The State Board of Nursing Regulations
  - o Donnelly Nursing academic policies
  - o Accreditation and regulatory agency procedures
- Ensure program compliance with
  - o The Kansas Nurse Practice Act
  - o The Kansas Board of Nursing Rules and Regulations
  - o CCNE accreditation standards and requirements.
  - o All other state and federal guidelines
- Contribute to the development of nursing program goals and competencies.
  - o Teach classes and provide feedback to students
    - 12 credit hours per academic year
  - Substitute as needed for teaching and clinical responsibilities.
- Work closely with the Nursing Academic Advisor to guide students on academic, attendance, and career development issues.
- Participate in college-wide adherence to and maintenance of assessment processes to
  - o Evaluate student performance
  - o Provide remediation instruction plans
  - o Maintain effective curricula
- Participate in development and oversight of clinical site experiences and schedules.

- Participate in the accreditation process and ensure compliance with standards
- Participate in on-going evaluations of Donnelly nursing programs.
- Collaborate with faculty and staff to increase nursing student retention.
  - o Review each semester's results immediately after each semester and determine with the Director specifically what changes are needed and how they should be implemented.
- Assist with grant writing/reporting as needed.
- Stay current in subject matter through professional development related to nursing curriculum and nursing standards
- Serve on appropriate college and/or nursing program committees.
- Address student, faculty and administration concerns
- Prepare and present summary reports as determined by the Director of Nursing and VP of Academic Affairs.
- Act as a role model for nursing faculty, staff and especially students.
- Demonstrate strong organizational skills and time management.
- Adhere to FERPA confidentiality guidelines and HIPAA confidentiality guidelines.
- Other duties assigned by the Director of Nursing.

#### **Qualifications:**

- Current unrestricted Kansas Nursing License required.
- Master's in nursing required
- PHD in Nursing preferred.
- Adult teaching experience required.
- Ability to resolve conflicts
- Ability to build teams
- Ability to plan strategically
- Ability to implement quality improvement initiatives
- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Experience with a diverse population of students is preferred.
- Demonstrate a thorough and accurate knowledge of the use of electronic communication and audiovisual equipment.
- Experience in nursing program success through:
  - Understanding and demonstrating ability to write nursing course curriculum
  - Understanding and demonstrating program accreditation knowledge
  - Demonstrating an interest and commitment to learning for life for students, staff, faculty and self.
- Effectively work with a variety of constituents (i.e., faculty, students, staff, and senior leadership).
- Physically able to stand, walk, and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - o For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
- Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

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Job Title: Nursing Program Coordinator - PN Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-Time Exempt/Non-Exempt: Salary Exempt Position Reports to: Director of Nursing

## ABOUT DONNELLY COLLEGE

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class. Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit <u>www.donnelly.edu.</u>

#### JOB SUMMARY

The Nursing Program Coordinator for the PN program is a 12-month salaried position. The coordinator will manage the PR/PN nursing program, curriculum, student affairs and provide intake/admission guidance as required by the Donnelly College Director of Nursing, Vice President of Academic Affairs/Dean of the College, and the Kansas State Board of Nursing. The coordinator will also work with faculty, students, and other stakeholders to ensure quality and compliance. This position will also assist in recruiting and retaining quality faculty. The Nursing Program is scheduled for various days and weekends throughout the semester.

#### RESPONSIBILITIES

- Be available on-site and on-campus full time Monday through Friday.
- Design, implement, review and evaluate curriculum and class syllabi.
- Oversight of learning management systems for each class.
- Assist in nursing student recruitment and selection by participating in nursing student admission interviews.
- Oversee the nursing student orientation meeting for the PN program.
- · Assist in the selection, onboard training, and evaluation of faculty and staff
- Collaborate with department faculty and staff in scheduling courses.
- Ensure departmental compliance with
  - o The State Board of Nursing Regulations
  - o Donnelly Nursing academic policies
  - o Accreditation and regulatory agency procedures
- Ensure program compliance with
  - o The Kansas Nurse Practice Act
  - o The Kansas Board of Nursing Rules and Regulations
  - o CCNE accreditation standards and requirements.
  - o All other state and federal guidelines
- Contribute to the development of nursing program goals and competencies.
  - o Teach classes and provide feedback to students.
    - 12 credit hours per academic year
- Substitute as needed for teaching and clinical responsibilities.
- Work closely with the Nursing Academic Advisor to guide students on academic, attendance, and career development issues.
- Participate in college-wide adherence to and maintenance of assessment processes to
  - o Evaluate student performance
  - o Provide remediation instruction plans
  - o Maintain effective curricula
- Participate in development and oversight of clinical site experiences and schedules.
- Participate in the accreditation process and ensure compliance with standards
- Participate in on-going evaluations of Donnelly nursing programs.
- Collaborate with faculty and staff to increase nursing student retention.
  - o Review each semester's results immediately after each semester and determine with the Director specifically what changes are needed and how they should be implemented.
- Assist with grant writing/reporting as needed.
- Stay current in subject matter through professional development related to nursing curriculum and nursing standards
- Serve on appropriate college and/or nursing program committees.
- Address student, faculty and administration concerns
- Prepare and present summary reports as determined by the Director of Nursing and VP of Academic Affairs.
- Act as a role model for nursing faculty, staff and especially students.
- Demonstrate strong organizational skills and time management.
- Adhere to FERPA confidentiality guidelines and HIPAA confidentiality guidelines.
- Other duties assigned by the Director of Nursing.

#### Qualifications:

- Current unrestricted Kansas Nursing License required.
- BSN/bachelor's in nursing required
- Masters in nursing preferred.
- Adult teaching experience required.
- Ability to resolve conflicts
- Ability to build teams
- Ability to plan strategically
- Ability to implement quality improvement initiatives

- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Experience with a diverse population of students is preferred.
- Demonstrate a thorough and accurate knowledge of the use of electronic communication and audiovisual equipment.
- Experience in nursing program success through:
  - Understanding and demonstrating ability to write nursing course curriculum
  - Understanding and demonstrating program accreditation knowledge
  - Demonstrating an interest and commitment to learning for life for students, staff, faculty and self.
- Effectively work with a variety of constituents (i.e., faculty, students, staff, and senior leadership).
- Physically able to stand, walk, and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
- Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

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## **Nursing Clinical Coordinator**

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-time 30 hours per week Exempt/Non-Exempt: Non-exempt Hourly or Exempt Salary Position Reports to: Director of Nursing

#### About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class, with special focus on "those who might not otherwise be served." Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff, and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility. To find out more, please visit <u>www.donnelly.edu</u>.

#### Job Summary

The position of Nursing Clinical Coordinator is responsible for administering and organizing required clinical opportunities for Donnelly Nursing students with hospitals and care facilities.

#### Responsibilities

- Coordinate clinical locations and student assignments, collaborating with nursing students, sites and clinical instructors to
  establish student cohort groups and schedules.
- Maintain respect and encouragement in all student communications.
- Assist the Director of Nursing, and Assistant Director of Nursing when needed, on completing contracts and agreements to deliver to the clinical facilities.
- Create a clinical account for each Donnelly nursing student.
- Track required student immunization proof, background checks, drug tests, and health insurance proof.
- Track required student certifications; BLS/Basic Life Support
- Email or mail documents to accrediting bodies within due dates.
- Deliver the clinical location's orientation information to nursing students before each semester begins.
- Track student attendance through Empower; Clinical instructors will enter attendance.
- Arrange makeup sessions for students when clinical assignments are not attended.
- Monitor email communications from clinic locations with Donnelly instructors and students.
- Maintain confidentiality of health care paperwork and sensitive information that is provided by students.
- Support the college Policies and Procedures.
- Other duties assigned by the Director of Nursing.

#### Qualifications

- Bachelor's degree: Associate degree with experience considered
- Health-care related experience preferred
- People management skills and the ability to provide respect and encouragement for all students.
- Understanding of the nursing profession and allied health curriculum a plus.
- Ability to work collaboratively with faculty, administrators, students, and staff with discretion.

- Proficient in Microsoft office products
- Detail oriented.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
  - Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

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Job Title: Laboratory & Simulation Coordinator Location: Donnelly College, Kansas City, KS Full/Part Time: Full-time Exempt/Non-Exempt: Non-exempt Position Reports to: Director of Nursing

#### About Donnelly

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit www.donnelly.edu.

#### Job Summary

The full time Lab/Simulation Coordinator is a 12-month position and will work with the Director of Nursing to schedule and organize coursework, simulation and skills labs and help with general support of the program. The lab/simulation coordinator will plan and develop instructional materials for use in the simulation and skills lab and will function as resource person and instructor for both faculty and students. The Lab/Simulation Coordinator, in collaboration with the Director of Nursing, and Clinical Coordinator, is accountable to assist in planning, implementing, and evaluating the experiences within the Simulation Labs. This position includes occasional evenings and weekends. Must be able to pass a background check and complete Virtus training.

#### **Responsibilities**

Stay current in subject matter through professional development related to simulation.

- Serve on appropriate college and/or nursing program committees.
- Maintain regular office hours
- Act as a role model for the college and for the nursing profession
- Uphold the policies of the nursing program and of the college
- · Possess excellent communication skills in writing and verbally
- Oversight and coordination of Skills and Simulation Lab for assigned course (s) by:
  - a. Creating a realistic learning environment appropriate for the level of learning that correlates with nursing theory and clinical experiences
  - b. Preparing students to safely, effectively and efficiently perform clinical skills.
  - c. Scheduling lab activities and open-lab hours that meet the needs of theory and clinical instructors.
  - d. Develops instructional materials regarding the set-up and usage of a wide variety of clinical models and manikins.
  - e. Creating appropriate lab policies, lab curriculum and creative instructional materials for use by students in the lab.
  - f. Organizing and preparing laboratory for scheduled activities and cleaning up laboratory after activities.
  - g. Maintaining equipment and supplies in good working order
  - h. Providing counseling, guidance and remediation of students.
  - i. Maintaining accurate records of students' progress.
  - j. Keeping accurate records of the activities of the Skills and Simulation labs. This includes, but is not limited to, the number of students, hours of practice, usage per human patient simulator and provides updates to Director monthly.
  - k. Maintaining inventory and records of supplies, equipment, and management of inventory tracking system of departmental equipment and maintenance of the assets of the Skills and Simulation Labs.
  - I. Providing audio/visual technical assistance and operations during lab recordings.
  - m. Providing technical support related to simulation-based products to faculty, staff, and students. To include trouble-shooting problems, instructing on proper use, and facilitating vendor repairs when necessary.
  - n. Providing orientation of Skills and Simulation Labs and equipment to novice faculty and learners.
  - o. Communicating effectively with theory and clinical instructors regarding a student's lack of performance.

- p. Designing, implementing, and evaluating the lab curriculum as it pertains to the overall nursing program.
- q. Providing input into the Nursing program budget regarding equipment, supplies and capital expenditures.
- r. Substitute teaching in classroom, lab or clinical areas in the event that there is a faculty absence
- s. Being flexible in work schedule related to variations in lab schedules
- t. Prioritizing workload
- u. Demonstrating strong organizational skills and efficient time management
- v. Leads tours of the Labs for a variety of groups and organizations
- w. Performing other duties requested by Director of Nursing or other Donnelly College administrators

#### **Qualifications**

- Current unrestricted Kansas Nursing License required.
- Masters in nursing preferred; Bachelors in Nursing required.
- Adult teaching experience required.
- Excellent leadership and communication skills.
- Minimum of two (2) years of recent experience in clinical nursing in direct patient care as a registered nurse (will consider one year with other comparable experience).
   Must be competent in nursing skills, adult teaching/learning skills, and use of technology.
- Must be competent in nursing skills, adult teaching/learning skills and use of technology
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Demonstrate a thorough and accurate knowledge of use of electronic communication and audiovisual equipment.
- Experience writing and developing curricula for lab scenarios
- Must be organized and able to keep supply inventories.
- Must be able physically able to stand, walk and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

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#### Job Title: Nursing Academic Advisor

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-Time Exempt/Non-Exempt: Exempt, Salary Position Reports to: VP of Student Services and Director of Nursing

## About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit <u>www.donnelly.edu</u>.

#### Job Summary

The Nursing Academic Advisor provides Donnelly nursing students with the essential foundations that ensure students reach their educational potential. This opportunity requires an individual who is highly respectful to individual students, attentive to details, works well with a diverse array of constituencies, and possesses effective communication skills.

#### Responsibilities

- Participate in prospective nursing student interviews.
- Meet with Nursing students to clarify, document, and develop realistic educational and career plans.
- Work with the Director of Nursing to prepare and send acceptance and non-acceptance letters for all three nursing programs.
- Provide academic advice as well as needs-based counseling assistance to nursing students.
- Provide comprehensive needs assessment, academic planning, and on-going monitoring of participants' progress toward retention, and graduation
- Help prepare individual nursing students to transition into subsequent Health Educational programs to successfully meet education and career goals.
- Maintain individual nursing student files for all program requirements with applicable required documentation for Donnelly College, The Kansas State Board of Nursing and other accrediting agencies.

- Collaborate with Financial Aid and Admissions regarding nursing student information sheets, packers and procedures to ensure student success and financial well-being.
- Promote proactive communication by keeping nursing students and nursing employees informed of changes within the nursing department ensuring meetings are conducted and documented.
- Provide availability of individual appointments to nursing students for concerns and issues throughout the semester.
- Respond to Academic Alert forms submitted by faculty and staff members and follow-up.
- Work with faculty to determine necessary support for student success.
- Collect and analyze data for assessment purposes and review this information with the Director of Nursing and VP of Academic Advisor.
- Assist nursing leadership and clinical coordinator in tracking student requirements for clinical locations.
- Attend all advising and student services meetings, planning sessions and development seminars.
  - Serve on institutional committees and attend appropriate meetings.
    - o Participate in the Presidential Scholarship Committee ensuring nursing students are included in the selection process.
- Engage with the Advancement Department to strengthen Alumni relations for fundraising and promotional events within the Donnelly community.
- Perform other duties as assigned.

#### Qualifications

- Master's degree in counseling, education, health care, or related field preferred.
- Healthcare experience preferred.
- Previous experience working with diverse student population preferred.
- Teaching experience in secondary, adult, or higher education preferred.
- Knowledge of student development or student advising theory preferred.
- Previous academic advising or counseling experience preferred.
- Ability to manage multiple tasks, set priorities, and meet deadlines.
- Proficient with technology (Microsoft, Student Information System).
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
  - Practicing Roman Catholic preferred or able to support Catholic identity.
    - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
  - Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

## How to Apply

Please email the following to hr@donnelly.edu with your last name and the job title in the subject line.

- Cover Letter
  - o How do you understand the Donnelly College mission and how would you contribute to it (see link below).
  - o Donnelly College's mission, vision, and value
  - Resume reflecting education and professional background
    - Names and contact information of three professional references

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Job	Title:		Nursing		Faculty
Location:	Donnelly	College,	Kansas	City,	KS.
Full		Time,			Exempt
Position	Reports	to:	Director	of	Nursing

#### About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class, with special focus on "those who might not otherwise be served." Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit *www.donnelly.edu*.

#### Job

Summary

A full-time Nursing Faculty position carries primary responsibility of helping students to master subject material and skills that will

contribute to their personal and intellectual development and success in the nursing program. This person works on-site with the Director of Nursing to schedule coursework/activities that will help students to complete their goal of becoming Healthcare Professionals and to support the program. Must be able to pass a background check and complete Virtus training.

#### RESPONSIBILITIES

- Instruction in the Donnelly College Nursing program, including, but not limited to supervising, advising and mentoring students.
- Maintain regular office hours to ensure accessibility to students and colleagues.
- To assist in developing Syllabi that insures up to date content that meets the needs of diverse student populations.
- Submit daily attendance.
- Submit midterm and final grades.
- Stay current in subject matter through professional development related to the Healthcare Profession.
- Serve on appropriate college and/or nursing program committees.
- Act as a role model for the college and for the nursing profession
- Uphold the policies of the nursing program and of the college
- Possess excellent communication skills in writing and verbally
- Participate in recruitment and retention of students.
- Support the College Policies and Procedures, maintain confidentiality of student information, and exercise stewardship of Donnelly College and its facilities and materials.

#### QUALIFICATIONS

- BSN/Bachelor of Science in Nursing (for PN/LPN nursing program) or Master of Science in Nursing (for all other nursing programs)
- Unencumbered Kansas nursing license
- The ability to communicate well and assist students in gaining practice and knowledge in the Clinical Situation.
- Adult teaching experience preferred.
- Excellent leadership and communication skills.
  - Experience with instructing technology-based courses; alternative teaching strategies preferred.
  - Demonstrate a thorough and accurate knowledge of use of electronic communication and audiovisual equipment.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

#### This Job is ideal for someone who is:

- Dependable -- more reliable than spontaneous
- People-oriented -- enjoys interacting with people and working on group projects
- Detail-oriented -- would rather focus on the details of work than the bigger picture Achievement-oriented -- enjoys taking

#### \*\*\*\*\*\*

Job	Title: Nursing Faculty		ılty	Adjunct	
Location:	Donnelly	College,	Kansas	City,	KS.
Part Position	Reports	Time, to:	Director	of	<b>Exempt</b> Nursing

Donnelly

#### About

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class, with special focus on "those who might not otherwise be served." Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff, and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit <u>www.donnelly.edu</u>.

#### Job

Summary

College

A part-time Nursing Faculty position carries primary responsibility of helping students to master subject material and skills that will contribute to their personal and intellectual development and success in the nursing program. This person works on-site with the Director of Nursing to schedule coursework/activities that will help students to complete their goal of becoming Healthcare Professionals and to support the program. Must be able to pass a background check and complete Virtus training.

#### RESPONSIBILITIES

- Instruction in the Donnelly College Nursing program, including, but not limited to supervising, advising and mentoring students.
- Maintain regular office hours to ensure accessibility to students and colleagues.
- To assist in developing Syllabi that ensures up to date content that meets the needs of diverse student populations.
- Submit daily attendance.
- Submit midterm and final grades.
- Stay current in subject matter through professional development related to the Healthcare Profession.
- Serve on appropriate college and/or nursing program committees.
- Act as a role model for the college and for the nursing profession
- Uphold the policies of the nursing program and of the college
- Possess excellent communication skills in writing and verbally
- Participate in recruitment and retention of students.
- Support the College Policies and Procedures, maintain confidentiality of student information, and exercise stewardship of Donnelly College and its facilities and materials.

#### **REQUIRED QUALIFICATIONS**

- BSN/Bachelor of Science in Nursing (for PN/LPN nursing program) or Master of Science in Nursing (for all other nursing programs)
- Unencumbered Kansas nursing license
- The ability to communicate well and assist students in gaining practice and knowledge in the Clinical Situation.
- Adult teaching experience preferred.
- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Demonstrate a thorough and accurate knowledge of use of electronic communication and audiovisual equipment.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- · Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

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Job Title: Nursing Clinical Instructor Location: Donnelly College, Kansas City, KS Full/Part Time: Part-time, hourly Exempt/Non-Exempt: Non-exempt Position Reports to: Director of Nursing

#### About Donnelly

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit www.donnelly.edu.

#### Job Summary

Adjunct position with responsibility for the clinical instruction in the nursing program. The LPN program clinical assignment is scheduled on alternating weekends. The RN program clinical assignment is scheduled during the weekdays (currently on Wednesdays). This person works with the Director of Nursing to schedule coursework at clinical sites, and in general support of the program.

#### **Responsibilities**

- Clinical instruction and grading in the nursing program
- Submit daily attendance on Empower.
- Support the college Policies and Procedures, maintain confidentiality of student information, and exercise stewardship of Donnelly College and its facilities and materials.

#### Qualifications

- BSN/Bachelor of Science in Nursing (for PN/LPN nursing program) or Master of Science in Nursing (for all other nursing programs)
- Candidates with a Masters in progress can be considered
- Unencumbered Kansas nursing license.

- One-five years of clinical field experience preferred.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
  - Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

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#### Nursing Intake Coordinator: LPN, RN, BSN Program and Public Health

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-Time Exempt/Non-Exempt: Non-Exempt, Hourly Position Reports to: Director of Nursing and Director of Admissions

#### About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit www.donnelly.edu.

#### Job Summary

The position of Nursing Intake Coordinator is responsible for building relationships with the community at large to recruit prospective students who are interested in the health field. The successful candidate will help students understand career paths within the Healthcare industry, particularly those related to CNA, CMA, PN, and RN licenses, and guide students along academic paths in these areas. This position works closely with the Director of Nursing and the Admissions Director in candidate selection for both the Nursing and Allied Health programs including the Public Health program. As part of the Admissions team this position is housed in the Admissions suite

#### Responsibilities

- Meet with prospective nursing students to inform them of the Kansas Board of Nursing rules about background checks and effects on program acceptance and licensure.
  - o Work with nursing applicants to submit and track background check orders through Validity.
  - o Submit completed background check results to the Director of Nursing for decision.
- Meet with students to clarify, document, and develop realistic educational/career plans.
- Collect unofficial transcripts and official student transcripts.
- o Evaluate official transcripts with Director of Nursing.
- Conduct and track student testing and testing outcomes.
- o Proctor the Nursing Admission test
- o Proctor the State Boards for CNA and CMA
- Work with the Director of Nursing to make the final decisions on applicant qualifications and scoring.
- Prepare and distribute nursing student packets, that include:
  - o Information on all requirements and deadlines regarding background check copies, proof of immunizations, proof of health insurance, drug tests, adequate transportation and information on clinical scheduling flexibility.
  - o Orientation dates
  - o Clinical nursing student account deadlines for document uploads to Concentra.
  - o Provide copies to the Nursing Academic Advisor.
- Attend all Admissions Department meetings, planning sessions and development seminars.
- Continually improve the applicant and student processes for all three programs with the Director of Nursing to improve efficiency.
- Receive all students from Empower that have selected the nursing programs and recruit students into health and public health programs.
- Maintain student information in databases and spreadsheets related to nursing applicants and students.
- Help prepare students to transition into subsequent Health Educational programs to successfully meet educational/career goals.
- Submit reports to the Director of Nursing on a regular basis.
- Other duties as assigned by the Director of Nursing.
- Process a high volume of applications for three nursing programs and the public health program
- Conduct & track student testing and outcomes.
  - o Proctor the Nursing Admission test for consideration of admission into the nursing program.

- Receive and track background check and drug test results from Validity and Concentra, maintaining compliance records.
- Maintain an acceptance rubric spreadsheet for the three nursing programs.
- Prepare and distribute student packets to accepted students, including:
- o List of requirements with deadlines.
  - o Orientation dates.
  - o Clinical student account deadlines for document uploads.
- Create individual student files for immunization records and program requirements for nursing students for Donnelly College, The Kansas State Board of Nursing and other accrediting agencies for consideration of acceptance.
- Promote positive communication by keeping prospective students informed of changes, ensuring meetings with appropriate
  prospective students, staff and faculty are conducted and documented.
- IMPORTANT: Show respect to every prospective student through ALL communications
- Provide availability to prospective students for concerns and issues through scheduled appointments.
- Collaborate with Financial Aid and Admissions, maintaining information sheets, packets, and procedures to ensure applicant success and financial well-being.
- Regularly update the Nursing application process for all three nursing programs to improve efficiency.
- Serve on institutional committees and attend appropriate meetings.
- o Participate in the Presidential Scholarship Committee ensuring nursing students are included in the selection process.
- Other duties as assigned by the Director of Nursing.

#### Qualifications

- Bachelor's degree required
- Healthcare-related experience preferred
- Maintain confidentiality of health care paperwork and sensitive information provided by students who apply for a seat in the health programs.
- Understand nursing profession and allied health curriculum and experience advising students.
- Aware of the impact of cultural patterns on student retention and student learning.
- Ability to work collaboratively with faculty, administrators, students, staff.
- Proficient in Microsoft office products
- Detail oriented.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

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#### **Nursing Administrative Coordinator**

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-time Exempt/Non-Exempt: Non-Exempt Position Reports to: Director of Nursing

#### **About Donnelly College**

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class, with special focus on "those who might not otherwise be served." Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility. To find out more, please visit <u>www.donnelly.edu</u>.

#### Job Summary

The position of Nursing Administrative Coordinator is responsible for providing administrative support to the Director and Assistant Director of Nursing as well as other members of the Nursing Department at Donnelly College.

#### Responsibilities

- Answer phone, schedule appointments, and handle mail for department.
- Create and respond to emails for student cohorts.

- Coordinate health fair participants, advisory board meetings and take meeting minutes.
- Maintain student information boards with scholarship and other announcements.
- Aid with report writing and other correspondence.
- Prepare and attend nursing orientation, including preparation of badges and parking passes for new students.
- Work with the Director of Nursing to complete files.
- Email or mail documents to accrediting bodies within due dates.
- Maintain confidentiality of health care paperwork and sensitive information that is provided by students who are students of the Nursing Program.
- Other duties as assigned by the Director of Nursing.

#### Qualifications

- Associate degree preferred, HS graduate minimum.
- Understanding of the nursing profession and allied health curriculum a plus.
- Ability to work collaboratively with faculty, administrators, students, and staff with discretion.
- Proficient in Microsoft office products
- Detail oriented.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - o For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern".
- Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

# **Appendices**

## **Resources:**

# **Director of Nursing**

Lfish@donnelly.edu Loran Fish (913) 621-8771

# Nursing PN Program Coordinator

<u>Jbroski@donnelly.edu</u> Jamie Broski (913) 621-8778

Nursing RN & BSN Program Coordinator to be determined

# **Nursing Academic Advisor**

crisher@donnelly.edu Charity Risher (913) 621-8783

## **Nursing Administration Coordinator**

<u>Fhuff@donnelly.edu</u> Faith Huff (913) 621-8774

## **Nursing Clinical Coordinator**

Dvandenhull@donnelly.edu Dean Vanden Hull (913) 621-8780

## **IT Support – Computers, Printers & Copiers**

itsupport@donnelly.edu Phone: (913) 621-8795 On campus: call ext. 295

## Facilities & Security – building maintenance

facilities@donnelly.edu for non-emergency Phone (913) 514-2155 – answered during day & evening class hours Submit Service Ticket on the Donnelly Website or send email

## **Campus Ministry**

<u>Mvandervennet@donnelly.edu</u> Dr. Matthew Vander Vennet (913) 621-8712

## **College Counseling**

apayan@donnelly.edu Annie Payan M.A, LPC College Counselor (913) 621-8781 Academic Building Rm 211

# NURSING HANDBOOK REVISIONS

- 1. The Director of Nursing, Program Coordinators, and the Nursing Administrative Coordinator will review and update the *Nursing Faculty Handbook* and Nursing *Student Handbook* on an annual basis, typically in the summer.
- 2. Policies with substantive changes, as determined by the Director of Nursing, will be approved by the Full-time Nursing Faculty.
- 3. Handbook changes will be communicated by email to faculty and students.
- 4. Clarifying language changes may be made by the Director of Nursing.

# New Faculty Orientation Check List for the Donnelly Nursing Program

Ity Employee Name	Date Hired
Before their first day of work consider sending y	our new employee a welcome note to their home
Before their first day of work consider senaing y Have a training plan prior to their arrival	
	avec is joining the team
Inform your current employees that a new employe	
(desktop is dusted, provide working pens, pen	
Introduce the new employee via email to the cor	ninunity.
1. Overview of Department	
2. Faculty Badge/ID	
3. Department keys/Codes	
4. Parking Tag	come are located and complice conics winter
5 Show them where the break room and restr	ooms are located and supplies, copier, printer
6. Campus tour	
7. Paylocity payroll on-boarding	a an fila
8. Check that Official Transcript & Resume ar	e on file
9. Checkout Computer/laptop	
ndbook Access & Review (with employee signati	ure of understanding)
Nursing Faculty Handbook	
Nursing Student Handbook	
Faculty Handbook	
Employee Handbook (email & link will be sen	t from HR)
10. Faculty Mentor Assignment	
11. Student advising & curriculum review	
12. Clinical Student review	
13. Review of teaching assignment	
ining on	
CANVAS – Learning Management System	
EMPOWER – Student Information System	
ExamSoft – Computer based exams	
Simulators	
ATI/Assessment Technologies Institute (NCLE	EX practice)
ClinicalStudent – Manges clinical assignmen	t details
VitalSource – textbook source	
Use of Classroom Smart/White boards & Tech	nology
Copiers	
PROCURIFY – purchasing software	
Donnelly Internal Phone system	
Paylocity payroll for Employees (for Supervis	ors – HR training)
pervisor Signature	date

# **OFFICIAL FACULTY POLICIES**

# Nursing Faculty Professional Conduct and Role Modeling Policy

Policy Title: Nursing Faculty Professional Conduct and Role Modeling
Policy Number: [To be assigned]
Effective Date: [Insert Date]
Approved By: [Insert Approval Body]
Last Reviewed: [Insert Date]

#### Purpose

This policy defines the standards of professional conduct and role modeling expected of all nursing faculty at Donnelly College. Faculty play a critical role in shaping the professional identity, ethical practice, and adaptive behavior of student nurses. This policy ensures that faculty behavior consistently reflects the college's mission, Catholic values, and the principles of the **Roy Adaptation Model**.

#### **Policy Statement**

Nursing faculty at Donnelly College are expected to maintain the highest standards of professional behavior in all academic, clinical, and interpersonal interactions. As educators and licensed professionals, faculty serve as role models for nursing students and are accountable for fostering an environment of respect, safety, ethical practice, and adaptive growth.

#### Standards of Professional Conduct

Faculty are expected to:

- Uphold the mission and values of Donnelly College in all professional roles
- Demonstrate respect, equity, and cultural humility in interactions with students, colleagues, staff, and the community
- Maintain appropriate boundaries with students and act in accordance with professional ethics and licensure standards
- Dress in a manner consistent with professional and clinical expectations when teaching in classroom, lab, or clinical settings
- Communicate with integrity, timeliness, and clarity in all formats (in-person, email, LMS)
- Comply with institutional policies including FERPA, HIPAA, Title IX, and the Employee Code of Conduct
- Refrain from behavior that could be perceived as discriminatory, harassing, retaliatory, or otherwise inappropriate

#### **Faculty Role Modeling Expectations**

Faculty must:

- Model professional nursing behavior at all times, both on and off campus
- Demonstrate critical thinking, compassion, accountability, and adaptability in alignment with **Roy's Adaptive Modes** (physiological, self-concept, role function, interdependence)
- Uphold and enforce academic integrity in the classroom and clinical settings
- Foster reflective practice, ethical decision-making, and respectful communication
- Provide constructive feedback that promotes student development and personal responsibility
- Address unprofessional student behavior promptly and consistently using approved program procedures
- Exhibit emotional regulation, patience, and professionalism—especially under stress or challenge
- Engage in lifelong learning and continuous self-assessment

#### **Clinical and Simulation Environments**

In clinical and simulation settings, faculty must:

• Adhere to all site-specific policies and expectations

- Demonstrate safe, evidence-based practice consistent with current nursing standards
- Supervise students in a way that promotes growth, patient safety, and real-time learning
- Ensure confidentiality, patient dignity, and ethical reasoning are maintained
- Provide feedback and debriefing in a professional, nonjudgmental manner

#### **Accountability and Violations**

Failure to comply with this policy may result in:

- Verbal or written warnings
- Performance improvement plans
- Loss of teaching assignments or committee roles
- Disciplinary action up to and including contract non-renewal or termination

#### **Review and Oversight**

This policy will be reviewed annually by the Program Director in collaboration with faculty leadership. Any revisions must be approved through appropriate academic governance channels.

# **Nursing Faculty Roles and Expectations Policy**

Policy Title: Nursing Faculty Roles and Expectations for Lecture, Clinical, and Simulation Instruction

Policy Number: [To be assigned]

Effective Date: [Insert Date] Approved By: [Insert Approval Body]

Last Reviewed: [Insert Date]

## **Purpose:**

This policy outlines the responsibilities and professional expectations of nursing faculty at Donnelly College across lecture, clinical, and simulation environments. It is designed to uphold the standards of Evidence-Based Education, ensure alignment with national nursing guidelines (e.g., QSEN, ANA, NGN), and reflect the guiding principles of **Roy's Adaptation Model**.

# Philosophical Framework:

Consistent with Roy's Adaptation Model, Donnelly College views each nursing student as a holistic adaptive system engaged in a continuous process of responding to internal and external stimuli. Faculty are expected to promote adaptive behaviors across the four adaptive modes:

- 1. Physiologic–Physical Mode
- 2. Self-Concept–Group Identity Mode
- 3. Role Function Mode
- 4. Interdependence Mode

# **Policy Statement:**

All nursing faculty—full-time, part-time, and adjunct—are required to fulfill their instructional and professional duties in a manner that supports adaptive learning and student growth. Faculty must intentionally design and implement educational strategies that foster competency, reflection, and adaptation within each learning modality.

# Faculty Responsibilities by Instructional Setting:

## Lecture Instruction

Faculty teaching in lecture settings must:

- Deliver course content that is aligned with program outcomes and national nursing standards.
- Facilitate adaptation using active learning strategies that support the congenator subsystem (e.g., critical thinking, emotion, judgment).
- Create an inclusive classroom environment that supports students' psychosocial and academic adaptation.
- Utilize tools such as case-based learning, concept mapping, and NGN-style assessments to strengthen adaptive responses.
- Maintain instructional materials, grades, and student communication through Canvas.
- Provide timely, formative, and summative feedback to guide student development.

## **Clinical Instruction**

Faculty supervising clinical instruction must:

- Orient students to the clinical site, expectations, and safety policies as part of their adaptive environment.
- Ensure that all clinical activities are competency-based and address adaptive behaviors in the physiologic and role function modes.
- Provide direct supervision, real-time coaching, and structured debriefing.
- Observe and document student behaviors in response to clinical stimuli, distinguishing between adaptive and ineffective responses.
- Uphold patient safety, professional standards, and the development of therapeutic communication.

## **Simulation Instruction**

Faculty assigned to simulation are responsible for:

- Developing simulation scenarios that reflect dynamic, real-world stimuli affecting clinical reasoning and adaptation.
- Facilitating psychological safety during prebriefings and structured reflective debriefings.
- Evaluating students through tools aligned with program outcomes and adaptive behaviors.
- Using simulation to assess students' response to focal, contextual, and residual stimuli as defined in Roy's model.

• Submitting all required documentation, including simulation plans and evaluation tools, to the appropriate program files.

#### General Expectations for All Faculty

All faculty must:

- Promote adaptive capacity and integrity through professionalism, inclusion, and student-centered support.
- Maintain timely communication and accessible office hours for student guidance.
- Engage in curriculum development, accreditation activities, and continuous improvement processes.
- Model behaviors that support the development of nursing students across Roy's adaptive modes.
- Adhere to all college policies including FERPA, HIPAA, and standards of academic integrity.

#### Enforcement:

Non-compliance with this policy may result in performance review, remediation, or disciplinary action in accordance with Donnelly College's faculty employment policies and contractual agreements.

# **Nursing Faculty Attendance Policy**

Policy Title: Nursing Faculty Attendance for Instructional and Program Responsibilities Policy Number: [To be assigned] Effective Date: [Insert Date] Approved By: [Insert Approval Body] Last Reviewed: [Insert Date] Purpose:

#### Purpose:

This policy establishes expectations for nursing faculty attendance across classroom, clinical, simulation, and program responsibilities. Consistent and reliable faculty presence is essential to maintaining instructional integrity, fostering student success, and modeling professional accountability in alignment with Donnelly College's mission and the Roy Adaptation Model.

#### **Policy Statement:**

Nursing faculty are expected to be present, punctual, and fully engaged in all assigned instructional responsibilities and program commitments, including lecture, lab, clinical, simulation, office hours, faculty meetings, and committee assignments. Regular attendance supports consistency, student adaptation, and the development of professional behaviors.

#### **General Attendance Expectations:**

- Faculty must be present for all scheduled instructional activities unless prior approval or emergency notice has been provided to the appropriate administrator.
- Full-time nursing faculty are expected to maintain **30 hours on campus per week**, including **a minimum of five office hours** for student access.
- Adjunct faculty are expected to be on campus **at least 15 minutes prior** to the start of each scheduled class or clinical session.
- Faculty are expected to remain on-site for the full duration of scheduled instructional or service time unless otherwise approved.

#### **Absence Reporting Procedures:**

#### **Unplanned Absence:**

- Faculty must notify the Director of Nursing and/or Clinical Coordinator as soon as possible.
- The **Nursing Administrative Coordinator** should also be informed to support rescheduling or coverage arrangements.
- Faculty must provide a written plan for how missed content, supervision, or evaluation will be addressed.

## Planned Absence:

- Submit a Request for Leave Form (or email notification) at least two weeks in advance.
- Ensure all instructional materials, grading, and supervision responsibilities are covered or delegated.
- Planned absences should not occur during critical instructional periods (e.g., midterms, final exams, simulation days, clinical evaluations) without prior approval.

#### **Clinical Attendance:**

- Clinical instruction requires strict adherence to scheduled hours for safety, compliance, and licensure standards.
  - If a clinical faculty member cannot attend, they must:
    - Notify the **Clinical Coordinator** immediately.
    - Arrange coverage or submit a make-up plan.
    - Document any incidents or schedule changes.

#### **Tardiness and Early Departure:**

- Repeated tardiness or early departure without prior approval is considered unprofessional and may lead to disciplinary review.
- Faculty should arrive early enough to prepare the learning environment and greet students.

#### **Documentation and Accountability:**

- All faculty are responsible for documenting absences using the **Record of Paid Leave** form (for full-time) or absence logs (for adjuncts).
- Missed days must be accurately recorded and may be prorated based on scheduled contact hours.
- Excessive or unreported absences may result in performance evaluation and administrative follow-up.

#### **Role Modeling and Professionalism:**

- Faculty are expected to model accountability and integrity by upholding attendance standards that reflect the expectations placed upon nursing students.
- Reliable attendance demonstrates respect for students' time and educational needs, while promoting a stable and adaptive learning environment.

## Enforcement:

Non-compliance with this policy may result in corrective action, including written warnings, performance improvement plans, or contract non-renewal, as outlined in Donnelly College faculty employment procedures.

# Nursing Faculty Professional Development Policy

Policy Title: Nursing Faculty Professional Development Policy Number: [To be assigned] Effective Date: [Insert Date] Approved By: [Insert Approval Body] Last Reviewed: [Insert Date]

#### Purpose

This policy outlines the expectations and procedures for professional development among nursing faculty at Donnelly College. It is designed to support instructional excellence, faculty growth, program improvement, and compliance with accreditation standards set forth by the Kansas State Board of Nursing.

Grounded in the **Roy Adaptation Model**, the policy affirms the nursing faculty's role in promoting adaptation and integrity through lifelong learning, self-reflection, and responsive professional engagement.

#### **Policy Statement**

Nursing faculty are expected to engage in ongoing professional development to:

- Enhance teaching effectiveness and clinical competence
- Maintain current knowledge of nursing practice, simulation standards, and pedagogy
- Support student success through evidence-based instructional strategies
- Contribute to curriculum development, assessment, and program evaluation
- Fulfill the program's mission of preparing adaptive, reflective, and safe nurses

Professional development is a **shared responsibility** between the faculty member and the institution and should align with both program needs and individual faculty growth goals.

#### **Professional Development Expectations**

#### **Full-Time Faculty**

- Complete an Annual Individual Development Plan (IDP) in consultation with the Program Director or Dean.
- Participate in at least one college committee and one nursing program committee.
- Attend regularly scheduled **faculty development workshops**, simulation training sessions, and College-wide academic events.
- Maintain current licensure and clinical competence as required by teaching assignments.
- Seek out continuing education, conference attendance, and scholarship opportunities aligned with nursing education, clinical practice, and simulation pedagogy.

#### **Part-Time and Adjunct Faculty**

- Participate in onboarding and required faculty development related to teaching assignments, including use of Canvas, ExamSoft, and simulation software.
- Attend scheduled orientation sessions and department meetings when applicable.
- Complete training required for any **online, hybrid, or simulation-based instruction**.

#### **Professional Development Funding and Support**

Faculty may apply for support to attend external development opportunities such as workshops, conferences, or advanced training. To request funding:

- 1. Submit an Individual Development Plan (IDP) outlining relevance to faculty role or program goals.
- 2. Complete a Purchase Order Form and request approval at least two weeks prior to the event.
- 3. Submit receipts and a Record of Professional Development upon completion for reconciliation.
- 4. Share key takeaways with the team when appropriate, particularly if representing the nursing program at an external event.

Preference is given to faculty whose activities support curriculum innovation, accreditation goals, equity and inclusion, clinical excellence, or integration of the Roy Adaptation Model into nursing education.

#### **Documentation and Evaluation**

All faculty must:

- Maintain a professional development portfolio, including CEU certificates, IDPs, meeting participation, and training completion records.
- Submit documentation of completed activities to the Program Director annually.
- Participate in performance evaluation processes that incorporate professional development goals, reflective practice, and continuous improvement.

## **Compliance and Review**

This policy is reviewed annually in collaboration with the Faculty Senate and Program Director to ensure alignment with accreditation requirements, student outcomes, and institutional goals.

# **Nursing Office Hours and Open Door Policy**

Policy Title: Nursing Faculty Office Hours and Open Door Policy Policy Number: [To be assigned] Effective Date: [Insert Date] Approved By: [Insert Approval Body] Last Reviewed: [Insert Date]

#### Purpose

This policy establishes expectations for nursing faculty office hours and outlines the open-door philosophy that supports accessibility, student engagement, and academic success. Consistent with Donnelly College's mission and the Roy Adaptation Model, faculty availability is essential for promoting adaptive learning and strong student-faculty relationships.

#### **Policy Statement**

All nursing faculty must maintain and communicate regular office hours and demonstrate professional availability to students through both scheduled time and an open-door approach when not otherwise engaged in teaching or administrative responsibilities.

#### **Policy Requirements**

#### **Full-Time Faculty**

- Must be present on campus for a minimum of **30 hours per week**.
- Must hold and post a minimum of five (5) scheduled office hours per week.
- Office hours must be:
  - Posted outside the faculty member's office door
  - Listed in the course syllabus
  - Updated in Canvas (the Learning Management System)
  - Faculty are encouraged to offer both in-person and virtual options as needed.

#### **Adjunct Faculty**

- Must be available at least 15 minutes before and after each scheduled class or clinical session.
- Should provide additional availability by appointment to meet individual student needs.
- Are expected to communicate their availability clearly through the course syllabus or Canvas.

#### **Open Door Expectations**

- Faculty should leave their doors open when available and not engaged in meetings, instruction, or other confidential matters.
- An open-door policy encourages students to seek guidance and fosters a supportive and adaptive educational environment.
- If unavailable, faculty should post a sign with alternate contact or meeting information.

#### **Flexibility and Student Support**

- Faculty must make reasonable efforts to accommodate student meeting requests outside of scheduled office hours, particularly during high-demand times such as exams or clinical checkoffs.
- Faculty may offer virtual office hours by arrangement using college-approved platforms (e.g., Zoom, Google Meet).

#### **Communication and Responsiveness**

- Faculty must report office hours to the Nursing Program Director at the beginning of each semester.
- Any changes to office hours must be communicated promptly to students and reflected in Canvas.
- Faculty are expected to respond to student messages within **48 business hours** during the academic week.

#### Accountability

Failure to maintain or communicate appropriate office hours may result in performance review or corrective action. Regular availability and responsiveness are key indicators of faculty professionalism and student-centered practice.

# DONNELLY COLLEGE DEPARTMENT OF NURSING Annual Course Report

Academic Year COURSE *TITLE:*  Course Number

INSTRUCTOR(S):

TOTAL COURSE ENROLLMENT for the academic year:

TEXTBOOK(S):

Name of textbook	Was it used and how often

# **COURSE DESIGN**

- **1.** Strengths of Course:
- 2. Limitations of Course
- 3. Changes made this year:
- 4. Any adjustments made that reflect concerns of Community of Interest.
- 5. Suggestions for the future:
- 6. FINAL GRADE STATISTICS

Attach a copy of any related external assessment data to this report. Attach a copy of clinical hours verification to this report.

# DONNELLY COLLEGE NURSING DEPARTMENT Student & Employee Incident Reporting Form

<b>PURPOSE:</b> Form to be completed by faculty and submitted to Director of Nursing, within 24 hours incident	of
POLICY AND PROCEDURES:	
Student Name:	_
Date & Time of Incident	-
Location of Incident	
Date and Time of Report:	_
1. Description of the incident.	

- 2. Student activity at the time of incident, but not limited to, function being performed at the time and circumstances of the incident:
- 3. Action taken at the time of the incident:
- 4. For body fluid exposures, list source of exposure, known client pathogens, severity of the exposure, and protective barriers worn by the student:
- 5. Student's verbal comments related to incident: Student Incident Reporting Form page 2

6. Follow-up instructions given to the student: Yes No If no please explain:

Signature of person preparing this form	
Title	
Date:	
Phone # for preparer	
Phone # for student	

# **ACKNOWLEDGMENT OF REVIEW & UNDERSTANDING**

## OF THE NURISNG FACULTY ORIENTATION HANDBOOK CONTENTS

By signing below, I acknowledge and verify receipt of the Donnelly College Nursing Faculty Handbook.

By signing below, I acknowledge that I have reviewed the College's Faculty procedures. I have read these Policies and Procedures and understand that these Policies and Procedures apply to my employment at Donnelly College. I also understand my responsibilities and the college expectations of me as they pertain to my employment. I understand that I am responsible for complying with these Policies and Procedures and failure to comply may result in disciplinary action up to and including termination of employment.

I understand that Donnelly College, the Nursing Department and the Academic Affairs Office reserve the right to change, interpret, withdraw, or add to any of its policies, procedures, benefits, or terms of employment at its discretion and without prior notice or consideration to any employee. None of the policies, procedures, benefits, or terms and conditions of employment has been or is required to be approved by any employee or employee group.

Faculty Member Signature

Date \_\_\_\_\_

Orientation of the above nursing faculty member was completed by:

Supervisor \_\_\_\_\_

\_on \_\_\_\_\_, 20\_\_\_\_\_

Supervisor signature

# **Cinical Affilliate Contracts**

Affiliate	Address	Date Signed	Active or Pending
St. Joseph Medical Center	1000 Carondelet Dr. KC,MO 64114	8/5/2022	Active
Providence Medical Center	8929 Parallel Pkwy, KC, KS. 66612		Active
St. John Hospital	3500 S. 4th, Leavenworth, KS. 66048	1/23/2018	Active
University of Kansas	4000 Cambridge St., KCKS 66160	8/20/2009	Active
University Health @ Lakewood	7900 Lee's Summit Rd., KCMO 64139	12/8/2016	Active
Olathe Medical Center	20333 W. 151st St., Olathe, KS 66061	5/11/2023	Active
Providence Place	8909 Parallel Pkwy, KCKS 66112	6/23/2015	Unknown
Recover Care	6416 Long Ave., Shawnee, KS 66216	9/18/2020	Unknown
Big Blue Healthcare	7850 Freeman Ave., KCKS 66112	3/13/2018	Unknown
Shawnee Gardens Healthcare and Rehab	6416 Long St., Shawnee, KS 66216	1/25/2017	Unknown
University Health Medical Center	2301 Holmes St., KCMO 64108	12/8/2016	Unknown
Rediscover Mental Health- Urgent Care	7001 Blue Ridge Blvd, Raytown, MO 64133		Unknown
Camber Childrens' Mental Health	4300 Brenner Dr., KCKS 66104	6/26/2018	Unknown
Villa St. Francis Catholic Care Center	16600 W. 126th St., Olathe, KS 66062	1/11/2010	Unknown
Kindred Hospital Northland	500 NW 68th St., KCMO 64118	8/15/2018	Unknown
Healthcare Resort of Olathe	21250 W. 151st St., Olathe, KS 66061	10/2/2019	Unknown
Emmanuel Family and Childcare Develop.	4736 Prospect Ave., KCMO 64130	9/18/2019	Unknown
Select Specialty Hospital, Kansas City	1731 N. 90th St., KCKS 66112	Unknown	Unknown
Meadowbrook Rehabilitation Hospital	427 W. Main St., Gardner, KS 66030	Unknown	Active
Merrium Gardens Healthcare Rehab	9700 W. 62nd St., Merrium, KS 66203	Unknown	Active

# **Office Hours and Open-Door Culture**

In alignment with Donnelly College's mission and the principles of accessible, student-centered education, all nursing faculty are expected to maintain regular office hours and practice an open-door culture to support student success, professional relationships, and adaptive learning.

Office hours should assure that students have consistent access to nursing faculty for academic guidance, mentoring, clarification of course content, clinical preparation, and professional development. It supports the Roy Adaptation Model by recognizing that open, timely communication promotes student adaptation across academic, psychosocial, and role function domains.

# **Office Hours Guidelines**

#### **Open Door Culture**

Faculty are encouraged to maintain an open-door approach whenever they are on campus and not engaged in instruction, meetings, or other responsibilities. This fosters approachability, mentorship, and a welcoming learning environment.

- When possible, doors should remain open to signal availability to students.
- Faculty are encouraged to be responsive to student outreach via email, Canvas messages, or inperson inquiries.
- In cases where a faculty member is unavailable, a notice should be posted with alternate times or instructions for scheduling an appointment.

# The Donnelly Support Network

# Student > Instructor > Academic Advisor > Program Coordinator > Director of Nursing > Dean of the College

The "Chain of Command" at Donnelly provides an important Support Network. It works well for students, faculty and staff to follow the Support Network Ladder when seeking assistance, expressing concerns, or looking to implement new ideas.

Students are expected to resolve conflicts/issues in the following manner:

- **Step 1**. Schedule an appointment with the Nursing faculty member. If your conflict/issue is with a Clinical Instructor, please talk to the Clinical Instructor first. If the conflict/issue is not resolved with the Clinical Instructor, then discuss the conflict/issue with the Clinical Coordinator. If the conflict/issue cannot be resolved at this level, proceed to Step 2.
- Step 2. Schedule an appointment with the Nursing Academic Advisor.
- Step 3. Schedule an appointment with the Program Coordinator
- **Step 4**. Schedule an appointment with the Director of Nursing only after a meeting with the faculty & staff at each level.

If the conflict/issue cannot be resolved at this level, proceed to Step 5.

**Step 5.** Schedule an appointment with the Academic Dean of the college.



# Job Title: Nursing Academic Advisor

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-Time Exempt/Non-Exempt: Exempt, Salary Position Reports to: Director of Nursing

# About Donnelly College

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit www.donnelly.edu.

## Job Summary

The Nursing Academic Advisor provides Donnelly nursing students with the essential foundations that ensure students reach their educational potential. This opportunity requires an individual who is highly respectful to individual students, attentive to details, works well with a diverse array of constituencies, and possesses effective communication skills.

## Responsibilities

- Participate in prospective RN nursing student interviews.
- Meet with Nursing students to clarify, document, and develop realistic educational and career plans.
- Work with the Director of Nursing to prepare and send acceptance and non-acceptance letters for all three nursing programs.
- Provide academic advice as well as needs-based counseling assistance to nursing students.
- Provide comprehensive needs assessment, academic planning, and on-going monitoring of participants' progress toward retention, graduation, and transfer into four-year programs.
- Maintain individual nursing student files for all program requirements with applicable required documentation for Donnelly College, The Kansas State Board of Nursing and other accrediting agencies.
- Reinforce and establish a written and procedural linkage between instructional programs and occupation/careers.
- Collaborate with Financial Aid and Admissions regarding nursing student information sheets, packers and procedures to ensure student success and financial well-being.
- Promote proactive communication by keeping nursing students and nursing employees informed of changes within the nursing department ensuring meetings are conducted and documented.
- Maintain grading rubrics for the programs in each nursing program.
- Provide availability of individual appointments to nursing students for concerns and issues throughout the semester.
- Respond to Academic Alert forms submitted by faculty and staff members.
- Help prepare individual nursing students to transition into subsequent Health Educational programs to successfully meet education and career goals.
- Collect and analyze data for assessment purposes and review this information with the Director of Nursing.

- Serve on institutional committees and attend appropriate meetings.
  - Participate in the Presidential Scholarship Committee ensuring nursing students are included in the selection process.
- Engage with the Advancement Department to strengthen Alumni relations for fundraising and promotional events within the Donnelly community.
- Perform other duties as assigned.

# Qualifications

- Master's degree in counseling, education, health care, or related field preferred.
- Previous experience working with diverse student population preferred.
- Teaching experience in secondary, adult, or higher education preferred.
- Knowledge of student development or student advising theory preferred.
- Previous academic advising or counseling experience preferred.
- Ability to manage multiple tasks, set priorities, and meet deadlines.
- Proficient with technology (Microsoft, Student Information System).
  - Committed to diversity and serving a diverse population.
  - Philosophically aligned with the mission and values of the College.
  - Practicing Roman Catholic preferred or able to support Catholic identity.
    - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
  - Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

## How to Apply

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Cover Letter
  - How do you understand the Donnelly College mission and how would you contribute to it (see link below).
  - o Donnelly College's mission, vision, and value
- Resume reflecting education and professional background
  - Names and contact information of three professional references

## Salary

\$51,000 annually

Please e-mail your cover letter, resume, and transcripts to <u>hr@donnelly.edu</u> with **Nursing Academic Advisor** in the subject line.



# 



Loran Fish
Jennifer Bales
Faculty in attendance at onsite Examsoft training
Wednesday, May 7, 2025 2:55:50 PM
image.png

Present: Faith Huff, Loran Fish, Tiara Arties, Anne Becker, Russell Robinson, Cynthia Riley, Charity Risher, Jamie Broski, Patti Kulman Absent: Regrets:

#### Loran Fish BSN, MSN, RN| Director of Nursing

DONNELLY COLLEGE | (913) 621-8700 | 608 N. 18<sup>th</sup> Street | Kansas City, KS 66102 | donnelly.edu

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world. Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

Book time to meet with me

## **Faculty Meetings**

Nursing Program Faculty meetings are generally scheduled monthly. One student representative from each nursing class may be elected by their class to attend the Nursing Program Faculty meeting for the purpose of program development and improvement (see by-laws). Faculty is expected to attend unless they are in a classroom teaching. If you are unable to attend for any reason, please contact the Director or Nursing or the Nursing Administrative Coordinator to let them know why you won't be in attendance.

The nursing faculty must allow a few minutes of class time for the student representative to gather agenda items prior to the faculty meeting and then, after the meeting, report back to the class.

# Nursing Program Coordinator – RN & BSN

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-Time Exempt/Non-Exempt: Salary Exempt Position Reports to: Director of Nursing

# ABOUT DONNELLY COLLEGE

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class. Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit www.donnelly.edu.

# JOB SUMMARY

The Nursing Program Coordinator for the RN & BSN programs is a 12-month salaried position. The coordinator will manage the RN & BSN nursing programs, curriculum, student affairs and provide intake/admission guidance as required by the Donnelly College Director of Nursing, Vice President of Academic Affairs/Dean of the College, and the Kansas State Board of Nursing. The coordinator will also work with faculty, students, and other stakeholders to ensure quality and compliance. This position will also assist in recruiting and retaining quality faculty. The Nursing Program is scheduled for various days and weekends throughout the semester.

# RESPONSIBILITIES

- Be available on-site and on-campus full time Monday through Friday.
- Design, implement, review and evaluate curriculum and class syllabi.
- Oversight of learning management systems for each class.
- Assist in nursing student recruitment and selection by participating in nursing student admission interviews.
- Build, expand, and work to establish relationships to increase BSN enrollment.
  - o Communicate with current and past Donnelly nursing students.
  - o Create new community contact networks.
- Oversee the nursing student orientation meeting for the RN & BSN programs.
- Assist in the selection, onboard training, and evaluation of faculty and staff
- Collaborate with department faculty and staff in scheduling courses.
- Ensure departmental compliance with
  - o The State Board of Nursing Regulations
  - o Donnelly Nursing academic policies
  - o Accreditation and regulatory agency procedures
- Ensure program compliance with

- The Kansas Nurse Practice Act
- The Kansas Board of Nursing Rules and Regulations
- o CCNE accreditation standards and requirements.
- All other state and federal guidelines
- Contribute to the development of nursing program goals and competencies.
  - Teach classes and provide feedback to students
    - 12 credit hours per academic year
- Substitute as needed for teaching and clinical responsibilities.
- Work closely with the Nursing Academic Advisor to guide students on academic, attendance, and career development issues.
- Participate in college-wide adherence to and maintenance of assessment processes to
  - Evaluate student performance
  - Provide remediation instruction plans
  - o Maintain effective curricula
- Participate in development and oversight of clinical site experiences and schedules.
- Participate in the accreditation process and ensure compliance with standards
- Participate in on-going evaluations of Donnelly nursing programs.
- Collaborate with faculty and staff to increase nursing student retention.
  - Review each semester's results immediately after each semester and determine with the Director specifically what changes are needed and how they should be implemented.
- Assist with grant writing/reporting as needed.
- Stay current in subject matter through professional development related to nursing curriculum and nursing standards
- Serve on appropriate college and/or nursing program committees.
- Address student, faculty and administration concerns
- Prepare and present summary reports as determined by the Director of Nursing and VP of Academic Affairs.
- Act as a role model for nursing faculty, staff and especially students.
- Demonstrate strong organizational skills and time management.
- Adhere to FERPA confidentiality guidelines and HIPAA confidentiality guidelines.
- Other duties assigned by the Director of Nursing.

# **Qualifications:**

- Current unrestricted Kansas Nursing License required.
- Master's in nursing required
- PHD in Nursing preferred.
- Adult teaching experience required.
- Ability to resolve conflicts
- Ability to build teams
- Ability to plan strategically
- Ability to implement quality improvement initiatives
- Excellent leadership and communication skills.

- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Experience with a diverse population of students is preferred.
- Demonstrate a thorough and accurate knowledge of the use of electronic communication and audiovisual equipment.
- Experience in nursing program success through:
  - Understanding and demonstrating ability to write nursing course curriculum
  - Understanding and demonstrating program accreditation knowledge
  - Demonstrating an interest and commitment to learning for life for students, staff, faculty and self.
- Effectively work with a variety of constituents (i.e., faculty, students, staff, and senior leadership).
- Physically able to stand, walk, and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
- Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

# <u>Salary</u>

# How to Apply

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Cover Letter
  - o How do you understand the Donnelly College mission and how would you contribute to it (see link below).
  - o <u>Donnelly College's mission, vision, and value</u>
  - Resume reflecting education and professional background
    - Names and contact information of three professional references

# **Nursing Program Coordinator - PN**

Location: Donnelly College, Kansas City, Kansas Full/Part Time: Full-Time Exempt/Non-Exempt: Salary Exempt Position Reports to: Director of Nursing

# ABOUT DONNELLY COLLEGE

Donnelly College, located in the heart of Kansas City, Kansas, is an independent, coeducational, Catholic institution founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class. Today, Donnelly continues that tradition by providing access and affordable education within a culture that promotes student success and by serving as the region's only federally designated Minority Serving Institution and Hispanic Serving Institution. Our community is proud of the rich racial and ethnic diversity of our students, staff and faculty and how that diversity supports our learning environment. Through a strong general education curriculum integrated with career-oriented majors, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. Donnelly College also operates a fully accredited campus at the Lansing Correctional Facility that offers an Associate of Arts degree. To find out more, please visit www.donnelly.edu.

# JOB SUMMARY

The Nursing Program Coordinator for the PN program is a 12-month salaried position. The coordinator will manage the PR/PN nursing program, curriculum, student affairs and provide intake/admission guidance as required by the Donnelly College Director of Nursing, Vice President of Academic Affairs/Dean of the College, and the Kansas State Board of Nursing. The coordinator will also work with faculty, students, and other stakeholders to ensure quality and compliance. This position will also assist in recruiting and retaining quality faculty. The Nursing Program is scheduled for various days and weekends throughout the semester.

# RESPONSIBILITIES

- Be available on-site and on-campus full time Monday through Friday.
- Design, implement, review and evaluate curriculum and class syllabi.
- Oversight of learning management systems for each class.
- Assist in nursing student recruitment and selection by participating in nursing student admission interviews.
- Oversee the nursing student orientation meeting for the PN program.
- · Assist in the selection, onboard training, and evaluation of faculty and staff
- Collaborate with department faculty and staff in scheduling courses.
- Ensure departmental compliance with
  - The State Board of Nursing Regulations
  - Donnelly Nursing academic policies
  - Accreditation and regulatory agency procedures
- Ensure program compliance with
  - The Kansas Nurse Practice Act
  - o The Kansas Board of Nursing Rules and Regulations
  - CCNE accreditation standards and requirements.
  - All other state and federal guidelines

- Contribute to the development of nursing program goals and competencies.
  - Teach classes and provide feedback to students.
    - 12 credit hours per academic year
- Substitute as needed for teaching and clinical responsibilities.
- Work closely with the Nursing Academic Advisor to guide students on academic, attendance, and career development issues.
- Participate in college-wide adherence to and maintenance of assessment processes to
  - Evaluate student performance
  - Provide remediation instruction plans
  - o Maintain effective curricula
- Participate in development and oversight of clinical site experiences and schedules.
- Participate in the accreditation process and ensure compliance with standards
- Participate in on-going evaluations of Donnelly nursing programs.
- Collaborate with faculty and staff to increase nursing student retention.
  - Review each semester's results immediately after each semester and determine with the Director specifically what changes are needed and how they should be implemented.
- Assist with grant writing/reporting as needed.
- Stay current in subject matter through professional development related to nursing curriculum and nursing standards
- Serve on appropriate college and/or nursing program committees.
- Address student, faculty and administration concerns
- Prepare and present summary reports as determined by the Director of Nursing and VP of Academic Affairs.
- Act as a role model for nursing faculty, staff and especially students.
- Demonstrate strong organizational skills and time management.
- Adhere to FERPA confidentiality guidelines and HIPAA confidentiality guidelines.
- Other duties assigned by the Director of Nursing.

# **Qualifications:**

- Current unrestricted Kansas Nursing License required.
- BSN/bachelor's in nursing required
- Masters in nursing preferred.
- Adult teaching experience required.
- Ability to resolve conflicts
- Ability to build teams
- Ability to plan strategically
- Ability to implement quality improvement initiatives
- Excellent leadership and communication skills.
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Experience with a diverse population of students is preferred.
- Demonstrate a thorough and accurate knowledge of the use of electronic communication and audiovisual equipment.
- Experience in nursing program success through:
  - Understanding and demonstrating ability to write nursing course curriculum
  - Understanding and demonstrating program accreditation knowledge
  - Demonstrating an interest and commitment to learning for life for students, staff, faculty and self.

- Effectively work with a variety of constituents (i.e., faculty, students, staff, and senior leadership).
- Physically able to stand, walk, and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"
- Must be able to pass a background check and complete VIRTUS Training through the Archdiocese of Kansas City in Kansas.

# <u>Salary</u>

# How to Apply

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Cover Letter
  - o How do you understand the Donnelly College mission and how would you contribute to it (see link below).
  - o Donnelly College's mission, vision, and value
- Resume reflecting education and professional background
  - Names and contact information of three professional references

# **Student Success Plan**

Student Name:	 _
Student ID:	 _
Date of Plan:	 _
Advisor Name:	 _

# **1. Academic Standing Summary:**

Brief summary of student's current academic status:

# 2. Courses Requiring Attention:

List any failed, incomplete, or pending courses:

- •
- •
- •

# 3. Immediate Action Steps:

Outlined steps for the current or upcoming semester:

□ Meet with instructor(s) during office hours for academic support

□ Utilize tutoring or study groups for course(s): \_\_\_\_\_

Complete missing assignments or requirements by: \_\_\_\_\_\_

□ Attend review sessions for upcoming exams

□ Schedule regular check-ins with advisor

# 4. Long-Term Academic Goals:

Retake failed course(s) in: \_\_\_\_\_\_ semester

□ Improve study habits and time management strategies

Enroll in prerequisite/general education courses: \_\_\_\_\_

□ Maintain communication with advisor and instructors

# **5. Support Services Recommendations:**

□ Counseling Services (emotional/personal support)

- □ Academic Tutoring Center
- □ Disability Services (if applicable)
- $\Box$  Financial Aid consultation

# 6. Follow-Up Plan:

Next advising appointment scheduled for: \_\_\_\_\_\_ Additional follow-up notes: (See attached summary sheet)

# Student Acknowledgment:

I have reviewed and discussed the Student Success Plan with my academic advisor. I understand the expectations, recommendations, and resources provided to support my academic progress. I acknowledge that I am responsible for my own academic success and that it is my choice whether to follow through with the recommended actions outlined in this plan.

Student Signature:	Date:
--------------------	-------

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

From:	Anne Payan
To:	students@students.donnelly.edu
Cc:	<u>community</u>
Subject:	De-Stress Activity: "Picnic and Play"
Date:	Tuesday, May 6, 2025 9:36:18 AM
Attachments:	Yellow Orange Blue Creative Summer Picnic Flyer.png

Hello Dragons!

You're invited to come and take a break outside today! Come to the Quad, the grassy area in front of the main doors, for some snacks and outdoor fun. Hope to see you there, all are welcome!



#### Anne Payan, M.A., LPC | Student Wellness Counselor | Direct (913) 621-8781 DONNELLY COLLEGE | (913) 621-8700 | 608 N. 18<sup>th</sup> Street | Kansas City, KS 66102 | donnelly.edu Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world. Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities

of each student, especially those who might not otherwise be served.

F

# Stress & Test Anxiety

Anne Payan, M.A., LPC





## Agenda

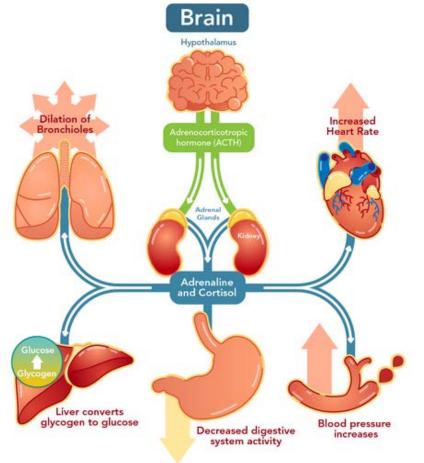
- What is stress?
- Stress reducing habits and coping skills
- What is test anxiety?
- Ways to lessen test anxiety

Education Committee 400

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#### **STRESS RESPONSE SYSTEM**



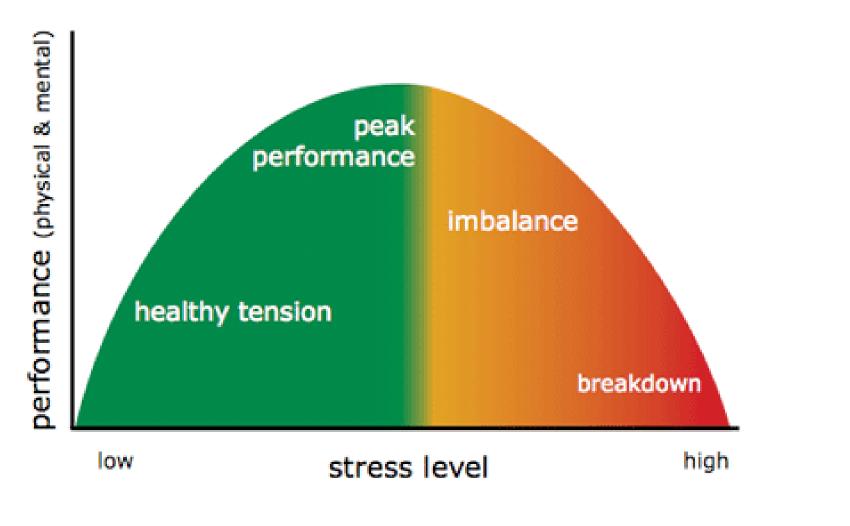
## What is stress?

- Stress is a natural reaction your body has when real or perceived challenges occur
- Everyone will experience stress from time to time
- Stressors that are nonlife threatening can activate our nervous system in a similar way to physical danger
- Repeated activation of the stress response can cause damage to our mental and physical health

Education Committee 401

### Not all stress is bad

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https://health.cornell.edu/resources/health-topics/stress-management

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<b>Thriving</b> "I got this."	Surviving "Something isn't right."	Struggling "I can't keep this up."	In Crisis "I can't survive this."
<ul> <li>Calm and steady with minor mood fluctuations</li> <li>Able to take things in stride</li> <li>Consistent performance</li> <li>Able to take feedback and to adjust to changes of plans</li> <li>Able to focus</li> <li>Able to communicate effectively</li> <li>Normal sleep patterns and appetite</li> </ul>	<ul> <li>Nervousness, sadness, increased mood fluctuations</li> <li>Inconsistent performance</li> <li>More easily overwhelmed or irritated</li> <li>Increased need for control and difficulty adjusting to changes</li> <li>Trouble sleeping or eating</li> <li>Activities and relationships you used to enjoy seem less interesting or even stressful</li> <li>Muscle tension, low energy, headaches</li> </ul>	<ul> <li>Persistent fear, panic, anxiety, anger, pervasive sadness, hopelessness</li> <li>Exhaustion</li> <li>Poor performance and difficulty making decisions or concentrating</li> <li>Avoiding interaction with coworkers, family, and friends</li> <li>Fatigue, aches and pains</li> <li>Restless, disturbed sleep</li> <li>Self-medicating with substances, food, or other numbing activities</li> </ul>	<ul> <li>Disabling distress and loss of function</li> <li>Panic attacks</li> <li>Nightmares or flashbacks</li> <li>Unable to fall or stay asleep</li> <li>Intrusive thoughts</li> <li>Thoughts of self-harm or suicide</li> <li>Easily enraged or aggressive</li> <li>Careless mistakes and inability to focus</li> <li>Feeling numb, lost, or out of control</li> <li>Withdrawal from relationships</li> <li>Dependence on substances, food, or other numbing activities</li> </ul>
an you identify when you a	are in each of these level	s of stress?	to cope Education Committee 403

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## Let's practice coping skills!

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No	Note: these are coping skills are <u>not</u> intended to take the place of therapy.					
Grounding exercises	Help shift attention from uncomfortable thoughts, memories and worries to the present moment. Example: mindful breathing					
Visualizations are mental sense impressions you create consciously to relax your body and relieve stress.						
Thoughts as clouds	This exercise can help you distance yourself from thoughts that drain your energy. It may also help you tolerate feeling distressed better.					

Education Committee 405



De-stress Exercise #1

## Mindful Breathing



Education Committee 406

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#### De-stress Exercise #2 Visualization- Guided Imagery

1.Sit back or lie down in a comfortable position. You'll get the best results if you close your eyes for this technique, but you don't have to.

2. Think of a place that's calming to you. Some ideas are a warm beach, a secluded mountaintop, or a cozy coffee shop.

3.Begin to imagine your chosen scene. Don't just think about it in passing—really imagine the scene. Imagine what you would see, hear, smell, feel, and taste. For example, if you choose a beach, imagine the way the sand feels between your toes, the sound of waves crashing on the shore, and the smell of salty air.

4.Set a timer for 5-10 minutes and allow yourself to get lost in the scene. Remember that this time is about your relaxation and nothing else



De-stress Exercise #3

## Thoughts as clouds



https://ncas.ac.uk/researchers-capture-breathtaking-cloud-formations-in-new-mexico/

## What is test anxiety?

PSYCHOLOGICAL CONDITION IN WHICH PEOPLE EXPERIENCE EXTREME DISTRESS AND ANXIETY IN TESTING SITUATIONS.

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• A TYPE OF PERFORMANCE ANXIETY

• FREQUENTLY RESULTS IN DECREASED TEST

PERFORMANCE

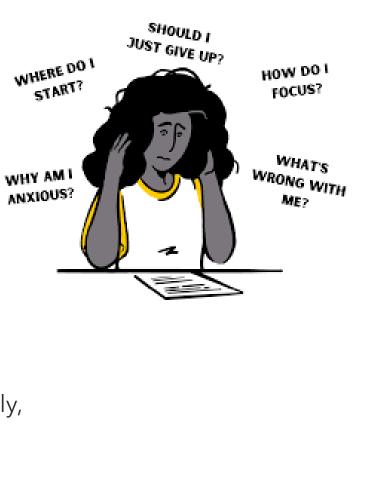
### What does it look like?

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**Emotional**: feelings of stress, excessive fear and/or worry, helplessness and disappointment, mind going blank etc.

**Physical**: nausea, excessive sweating, headaches, shortness of breath, rapid heartbeat, light headedness, panic attacks

**Behavioral/cognitive**: difficulty concentrating, thinking negatively, comparing yourself to others and procrastinating





## Causes of test anxiety

- Lack of preparation
- Poor test history
- High Pressure
- Perfectionism
- Fear of failure

**Education Committee 411** 

### Strategies to decrease test anxiety:

Preparation far in advance of the exam

• • •	• • • • • • •	
	Be	Prepared, studying little by little rather than cramming
	Study	Effectively- find strategies that boost your memory etc.
	Engage in	self care- see the stress reducing habits listed
	Have	"Go-to" coping skills that work well for you
	Talk	To your professors about how to prepare and ask questions

# Strategies to decrease test anxiety: Immediately before the exam

- Getting adequate sleep
- Have a nourishing meal, stay hydrated
- Avoid too much caffeine
- Have the materials you need ahead of time
- Listen to calming relaxing music
- Arrive to exam early (but not too early)
- Reframe your anxiety as excitement



## Coping skills to lower anxiety in the moment

Education Committee 414



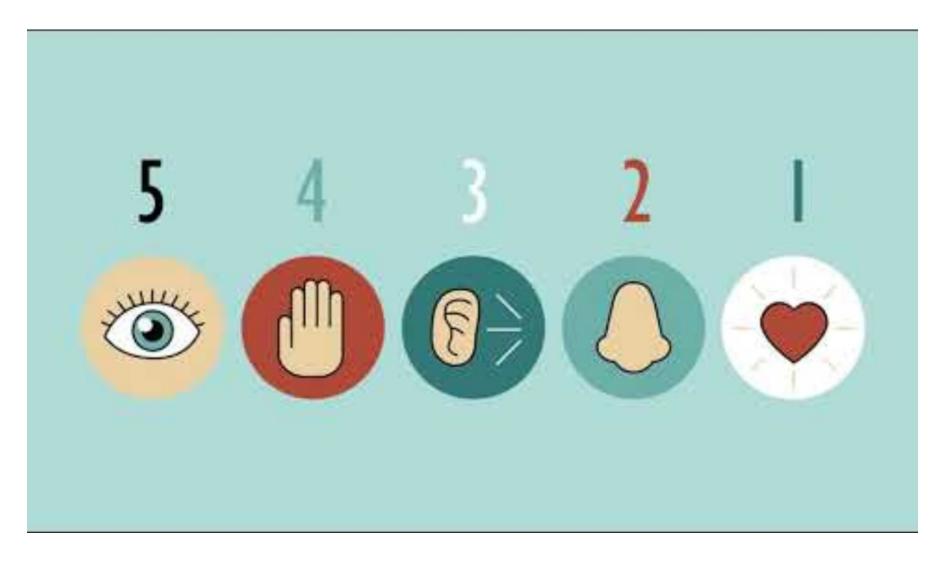
## The power of riding the wave.

Emotions will crest like waves but eventually they will decrease again

Education Committee 415

#### **Deep Belly Breathing** 2. Inhale Activates the Vagus nerve which can act like a 2. Exhale "brake" to our stress response Example of what deep 1. Belly out 1. Belly in belly breathing looks like https://youtu.be/OXjlR4mXxSk?feature=shared https://yurielkaim.com/belly-breathing/ Education Committee 416

### Grounding Techniques: 5-4-3-2-1



Staying calm and in the present moment will help you perform your best on the exam<sup>Ptucation Committee 417</sup>

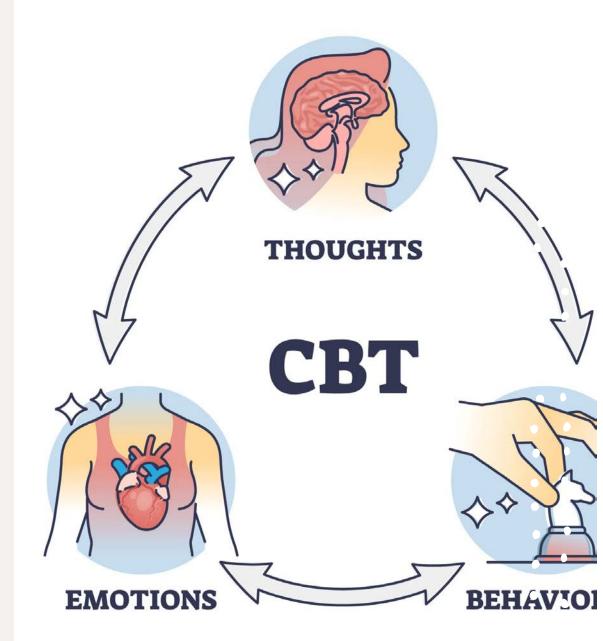
## **Cognitive Reframing**

**Challenging irrational thoughts** by examining the evidence and de-catastrophizing. Examples of cognitive distortions:

• "If I don't do well on this test, I won't graduate"

 "I never do well on tests, so I won't do well on this one."

**Positive self talk**: remind yourself of what you did to prepare or how you've overcome challenges in the past before and during the exam.



Education Committee 418

## **Final Thoughts**



- In small doses anxiety can help us but when it is intense and prolonged it can be harmful to our physical and mental health.
- If your stress or anxiety does not respond to these management techniques, or if you feel that either stress or anxiety are affecting your day-today functioning or mood:
  - Consider talking to a mental health professional who can help you explore what else might be going on and provide professional support.

Education Committee 41

## DONNELLY COUNSELING CENTER

Services are FREE!

Room 211



Request an appointment online

Email: apayan@donnelly.edu

Education Committee 420

Call: 913-621-8781



You don't have to do this alone. Reach out today!

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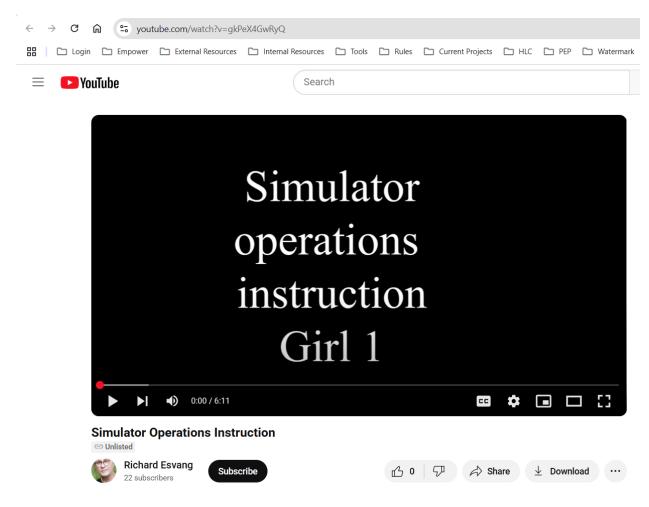
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Education Committee 42

#### Donnelly College

#### Simulator Operations Training

https://www.youtube.com/watch?v=gkPeX4GwRyQ



#### **Clinical Simulation Hours Documentation Form**

**Donnelly College** 

Program Name: \_\_\_\_\_

Instructor/s: \_\_\_\_\_

Simulation Area of Focus: \_\_\_\_\_

Program outcome: \_\_\_\_\_

Student Name	LPN or RN	Clinical Course	Total hours	Student signature
		÷		
	Student Name	Student Name       LPN or RN	Student Name     LPN or RN     Clinical Course       Image: Constraint of the second	Student Name       LPN or RN       Clinical Course       Total hours         Image: Student Name       Image: Student Name       Image: Student Name       Image: Student Name         Image: Student Name       Image: Student Name       Image: Student Name       Image: Student Name       Image: Student Name         Image: Student Name       Image: Student Nam       Image: Student Name

Clinical	Jud	geme	nt	Ru	bri	C
		•				

Student Name \_\_\_\_\_\_ Date: \_\_\_\_\_

Noticing:	Exemplary = 4	Accomplished = 3	Developing = 2	Beginning = 1	Score
Focused Observation	Recognizes >90% of relevant clinical data	Recognizes 75-90% of relevant clinical data	Recognizes 50-74% of relevant clinical data	Recognizes <50% of relevant clinical data	
Recognizing Deviations from Expected Patterns Interpreting:	Recognizes >90% of concerning clinical trends	Recognizes 75-90% of concerning clinical trends	Recognizes 50-74% of concerning clinical trends	Recognizes <50% of concerning clinical trends	
	D. I. I. I.				
Prioritizing Data	Demonstrates thorough analysis of >90% of clinical data to formulate the most urgent nursing priority	Demonstrates analysis of 75-90% of clinical data to formulate a nursing priority that is relevant but not most urgent	Demonstrates fundamental analysis-of 50-74% of clinical data to formulate a nursing priority that is not most urgent	Demonstrates lack of analysis (<50%) of clinical data that results in formulating incorrect nursing priorities.	
Making Sense of Data	Identifies clinical significance of the majority (>90%) of relevant clinical data	Identifies clinical significance of most (75- 90%) relevant clinical data	Identifies clinical significance of some (50- 74%) relevant clinical data	Able to identify clinical significance of minimal (<50%) relevant clinical data	
Responding:					
Well-Planned Intervention/Flexibility	Identifies >90% of nursing interventions that are relevant	Recognizes 75-90% of nursing interventions that are relevant	Recognizes 50-74% of nursing interventions that are relevant	Recognizes <50% of nursing interventions that are relevant	
Being Skillful	Complete consistency between each step of the nursing process. Care plan is thorough and relevant	Mostly consistent with only 1 missed step. Plan of care is mostly thorough	Little consistency with the steps of the nursing process. Plan of care has some thoroughness	No consistency of nursing process. Care plan is superficial and lacks thoroughness	
Clear Communication	Communicates concisely and effectively using SBAR with >90% relevant data and interpretation	Summarizes 75-90% of relevant data and interpretation using SBAR	Summarizes 50-74% of the data that is relevant and interpretated using SBAR	Unable to identify <50% of clinical data using SBAR and incorrectly interprets status	
Recognizing Patient Problems	Identifies problems and recognizes >90% of expected early changes in patient's condition.	Identifies 75-90% of potential problems and recognizes most early changes	Identifies 50-74% of potential problems, but not most important and recognizes some expected changes	Unable to identify <50% of potential problems or recognize expected early changes.	
Reflecting:					
Evaluating Plan of	Able to evaluate care by	Able to evaluate care by	Able to evaluate care by	Unable to evaluate care by	
Care	adjusting nursing priority	adjusting nursing priority	recognizing 50-74% of relevant evaluation data	adjusting the nursing	

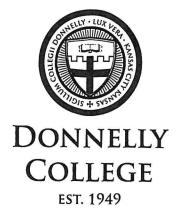
	when recognizing >90% of	by recognizing 75-90%		priority by recognizing <50%
	relevant evaluation data.	relevant evaluation data		relevant evaluation data
Clinical Expectations	4	2	1	0
Attendance	On time	1-5 Min Late	6-14 Min Late	>15 min late/absent
Professionalism	No Prompting	Minimal Prompting	Substantial Prompting	Unacceptable
Medication	No Prompting/No Opp	Minimal Prompting	Substantial Prompting	Unacceptable
Caring/Cultural Care	No Prompting	Minimal Prompting	Substantial Prompting	Unacceptable
Teaching/Leadership	No Prompting	Minimal Prompting	Substantial Prompting	Unacceptable
				Total

Instructor

Student

#### **Clinical Simulation MAR**

Medication	Dose	Route	Date/Time	Given By	Vitals/Comments
	_				
	-				



#### **Debriefing Guidelines**

- 1. What happens in debriefing stays in debriefing-this is a safe atmosphere to briefly cover what has happened during a simulation exercise with a chance to celebrate the good things and learn from everything else.
- 2. Debriefing is a critical part of the simulation and is included in the participation grade for simulation.
- 3. This is an observation based exercise which brings focus to things done right and things that need attention, both for the student and the instructor.
- 4. Nothing is taken personally in debriefing, we are all here to learn and have a chance to practice real world nursing in a safe environment. No fingers are pointed and blame is not allowed.
- 5. Debriefings are concise and time-limited. Please remember that we must keep on focus and everyone gets a chance to talk.

The following structure is to be used for debriefings:

Beginning: What is the general feeling after the simulation and what went wrong/right.

Middle: Analysis/understanding and generalization to practice. (What objectives were achieved, was knowledge and skills present, what would change for future, what did you learn, etc.).

End: Summary (what needs to be worked on, what did you learn, what are your questions, etc.)

Finally, debrief with good judgment. The basic assumption is that everyone wants to do well, everyone wants to learn and improve and everyone is an intelligent, trained clinician. Remember these points when choosing your critique.

Job Title: Laboratory & Simulation Coordinator Location: Donnelly College, Kansas City, KS Full/Part Time: Full-time Exempt/Non-Exempt: Non-exempt Position Reports to: Director of Nursing

#### About Donnelly

Donnelly College, located in the heart of Kansas City, Kansas, is a Catholic institution of higher education founded by the Benedictine Sisters of Mount St. Scholastica and sponsored by the Archdiocese of Kansas City in Kansas. The college was established in 1949 to meet the needs of urban immigrants and the working class with a special concern for those who might not otherwise be served. Today, Donnelly continues that tradition by providing the most accessible and affordable Catholic college education in the country. Our community participates in the mission of Jesus Christ in our time by making the love of God tangible in our world. Through a strong core curriculum and general education, Donnelly College offers programs leading to bachelor's and associate degrees and certificates. To find out more, please visit www.donnelly.edu.

#### Job Summary

The full time Lab/Simulation Coordinator is a 12-month position and will work with the Director of Nursing to schedule and organize coursework, simulation and skills labs and help with general support of the program. The lab/simulation coordinator will plan and develop instructional materials for use in the simulation and skills lab and will function as resource person and instructor for both faculty and students. The Lab/Simulation Coordinator, in collaboration with the Director of Nursing, and Clinical Coordinator, is accountable to assist in planning, implementing, and evaluating the experiences within the Simulation Labs. This position includes occasional evenings and weekends. Must be able to pass a background check and complete Virtus training.

#### **Responsibilities**

Stay current in subject matter through professional development related to simulation.

- Serve on appropriate college and/or nursing program committees.
- Maintain regular office hours
- Act as a role model for the college and for the nursing profession
- Uphold the policies of the nursing program and of the college
- Possess excellent communication skills in writing and verbally
- Oversight and coordination of Skills and Simulation Lab for assigned course (s) by:
  - a. Creating a realistic learning environment appropriate for the level of learning that correlates with nursing theory and clinical experiences
  - b. Preparing students to safely, effectively and efficiently perform clinical skills.
  - c. Scheduling lab activities and open-lab hours that meet the needs of theory and clinical instructors.
  - d. Assisting with planning, developing, implementing and evaluating plans for use of the Simulation in collaboration with the Director, faculty and Clinical coordinator.
  - e. Assisting with preparation of students who will be attending Clinical Sites in collaboration with the Director and Clinical coordinator.
  - f. Developing instructional materials regarding the set-up and usage of a wide variety of clinical models and manikins.
  - g. Creating appropriate lab policies, lab curriculum and creative instructional materials for use by students in the lab.
  - h. Organizing and preparing laboratory for scheduled activities and cleaning up laboratory after activities.
  - i. Maintaining equipment and supplies in good working order

- j. Providing counseling, guidance and remediation of students.
- k. Maintaining accurate records of students' progress.
- Keeping accurate records of the activities of the Skills and Simulation labs. This includes, but is not limited to, the number of students, hours of practice, usage per human patient simulator and provides updates to the Director of Nursing monthly.
- m. Maintaining inventory and records of supplies, equipment, and management of inventory tracking system of departmental equipment and maintenance of the assets of the Skills and Simulation Labs.
- n. Providing audio/visual technical assistance and operations during lab recordings.
- o. Providing technical support related to simulation-based products to faculty, staff, and students. To include trouble-shooting problems, instructing on proper use, and facilitating vendor repairs when necessary.
- p. Providing orientation of Skills and Simulation Labs and equipment to novice faculty and learners.
- q. Communicating effectively with theory and clinical instructors regarding a student's lack of performance.
- r. Designing, implementing, and evaluating the lab curriculum as it pertains to the overall nursing program.
- s. Providing input into the Nursing program budget regarding equipment, supplies and capital expenditures.
- t. Substitute teaching in classroom, lab or clinical areas in the event that there is a faculty absence
- u. Being flexible in work schedule related to variations in lab schedules
- v. Prioritizing workload
- w. Demonstrating strong organizational skills and efficient time management
- x. Leading tours of the Labs for a variety of groups and organizations
- y. Performing other duties requested by Director of Nursing or other Donnelly College administrators

#### **Qualifications**

- Current unrestricted Kansas Nursing License required.
- MSN preferred; BSN required.
- Adult teaching experience required.
- Excellent leadership and communication skills.
- Minimum of two (2) years of recent experience in clinical nursing in direct patient care as a registered nurse (will consider one year with other comparable experience). Must be competent in nursing skills, adult teaching/learning skills and use of technology
- Experience with instructing technology-based courses; alternative teaching strategies preferred.
- Demonstrate a thorough and accurate knowledge of use of electronic communication and audiovisual equipment.
- Experience writing and developing curricula for lab scenarios
- Must be organized and able to keep supply inventories.
- Must be able physically able to stand, walk and lift as job requires.
- Committed to diversity and serving a diverse population.
- Philosophically aligned with the mission and values of the College.
- Practicing Roman Catholic preferred or able to support Catholic identity.
  - For more information on Catholic identity please use the link <u>https://www.donnelly.edu/staff/careers</u> > Click "Questions" and review the article "Catholic Teaching on Special Issues of Concern"

Please email the following to <u>hr@donnelly.edu</u> with your last name and the job title in the subject line.

- Cover Letter
  - How do you understand the Donnelly College mission and how would you contribute to it (see link below).
- Resume reflecting education and professional background
- Names and contact information of three professional references
- Philosophy of teaching statement expressing how your teaching philosophy will fit with the Catholic Church's mission of higher education expressed in Ex corde Ecclesiae (see link below).
  - Donnelly College's mission, vision, and value
  - <u>Pope John Paul II's Ex corde Ecclesiae/From the Heart of the Church The</u> <u>mission of Catholic universities</u>

#### 2024-2025 - Program Review

Licensure Program Template

#### **Organization and Administration of the Program**

#### Organization and Administration of the Program

Examples: -program director -organizational structure -nursing program committees -policies

#### Philosophy/Mission and Objectives/Outcomes

Consistency among documents effectiveness of:

- program purposes and goals
- conceptual framework
- standards

#### **Educational Facilities, Resources, and Services**

Examples: -classrooms -offices -conference rooms -laboratories -library and learning resources -computers and audiovisual equipment -support staff -student services -financial support

#### **Student Learning Outcomes Assessment and Curriculum**

#### Program of Study, Curriculum, and Instructional Techniques

Examples: -curriculum plan -support courses -nursing courses -course evaluations

#### **Curriculum Map**

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

#### **Measures and Results**

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

#### **Participation in Assessment**

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

#### **Action Items and Use of Results**

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

#### Affiliating Agencies and Clinical Learning

Examples: -clinical facilities -preceptors

#### **Activities including Simulation Activities**

Examples: -skills labs -simulation labs

#### **Student Achievement**

#### **Graduation and Attrition Rates**

Graduation and Attrition Rates

#### **Program Completion Times**

Program Completion Times

#### **Curriculum/Course Retention and Success**

Influences on student withdrawals and failures

#### Graduate Performance on the Licensing Exam

Graduate Performance on the Licensing Exam - NCLEX Pass Rates

#### Graduates' Nursing Competence

Examples: -graduate surveys -employer surveys

#### **Program Analysis**

#### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

#### **Campus Facility and Resources**

1. Provide an analysis on the adequacy of the spaces on campus most commonly used by the program (laboratories, library, classrooms, etc.).

#### **Cost Analysis**

1. Describe how the program is being effective with its resources.

#### **Faculty Members' Performance**

#### **Faculty Evaluations**

Faculty Evaluations

#### **Faculty Professional Development**

Faculty Professional Development

#### **Faculty Maintaining Practice Skills**

Faculty Maintaining Practice Skills

#### **Program Review Schedule**

Program	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032	2032- 2033	2033- 2034	2034- 2035	2035- 2036
Institutional Review						HLC Visit					HLC Visit	
Healthcare Licensure - RN	X		Х		X		Х		Х		Х	
Healthcare Licensure - PN		Х		Х		Х		Х		X		Х
Healthcare Programs (BSN)					X					X		
General Studies Programs - AA/AS (LAS)			X					X				
General Studies Programs - AAS (PB, IT, BS)				Х					X			
Bachelor Programs			Х					Х				
Correctional Program		Х					X					X
Cocurricular		X					X					X
Non-Academic: Student Support				Х					X			
Non-Academic: Enrollment Management					X					X		
Non-Academic: Adv. & Marketing						Х					Х	

#### LMHT Task Force

#### **Meeting Minutes**

*Members present*: Janelle Martin, KSBN /Education Compliance Director; Ruth Burkhart, KSBN/ Task Force Lead Member; C Patty Palmietto, Task Force member; Kathleen Kottas/Barton CC; DeShaun Linson/WSU Tech; Christina Rudacille, JCCC;

Members absent: Sherry Cole, OSH (Osawatomie State Hospital)

Date: 04/28/25 @ 2:30-3:30 PM

Place: Teams Meeting

Торіс	Discussion	Action Taken
Topic Introductions & Agenda Review . Agenda emailed, attached to minutes	DiscussionAgenda review1. Discuss recommendation to KSBN regarding LMHT program – license program or certificate program?1. What about the possibility of a two-tiered LMHT program, entry level certificate and advanced LMHT license? Would this be helpful to encourage MHT training and provide an alternative?2. If certificate program, recommendation about who would oversee the certification program?3. If a License program: 1. LMHT regulations – need to update curriculum section (Kan. Admin. Regs. § 60-6-101); draft updates to LMHT regs developed in 20242. Exam needs to be updated – need a group that understands the curriculum but cannot be anyone who teaches the programConsiderations: LMHT regs were developed 50 years ago for a very specific purpose related to state hospitals. There are now 	Action Taken Introductions Meeting agenda reviewed, no questions. Janelle pointed out that Task Force needs to consider a recommendation for follow-up with KDADS for a possible hand-off if Certificate option is chosen, either stand-alone or along with continuation of LMHT

	recently (no graduates in last 3 years). Only Camber MH with a graduate in the last 2 years.	
Concerns with continuing current LMHT program	Janelle Martin: . 30 LMHTs remain in KS, while there were about 80 LMHTS 6 years ago; state loses more LMHTs every 2 years due to failure to obtain license renewal. LMHT roles in employment are not plentiful, will find position as an MHT with much lesser training and no license. . Licensure is expensive for KSBN, about \$400/exam, and cost of exam to applicant is \$40. KSBN has been offering a paper/pencil test at KSBN office in Topeka, sending test off to testing service for grading. . Salary for LMHT is about \$16/hour. For the amount of education (more hours required than LPN), this is not considered a good value . Sheri Cole: prior requirement for LMHT license eligibility was 250 didactic & 250 clinical hours. At some point it increased to 900 hours . Christina Rudicelle- only 1-2 students per year are interested in psychiatric nursing. Offering an LMHT program would be expensive for Johnson County CC, and offer little added value for students due to lack of reasonably parous salary after graduation. This would be difficult to justify to HLC and KBOR as added value. . Generally non-transferrable license, though Janelle reported Arkansas offers endorsement for KS MHTs. Arkansas no longer offers LMHT, and KS cannot recognize LMHT license from another state . Only (3) remaining states with LMHT – California, Colorado, and Kansas	
Kansas MHT market/employment	Lindsey: Larned State Hospital uses more Direct Care Techs (DCT) than LMHTs. Budget is 111 RNs; 39 LPNs; 310 DCTs; 10 LMHTs.	
needs	Two LMHTs provide staff training.	

OCT Educational requirement on hire is variable from HS diploma	
o bachelor's degree. Training includes hospital and Nursing	
pecific orientation, CPI, management of psychiatric patients	
raining core.	
n Larned SH area, CNA or LPN is the more selected education	
rack than LMHT.	
DeShaun: the formal MHT training is the requested priority, not	
ecessarily the LMHT license. New South Wichita psychiatric	
ospital initial core staffing plan did not include LMHT	
DeShaun: first tier of two tier WSU Tech MHT program (1 <sup>st</sup> year)	
rovides what is needed for LMHT licensure. 3-4 students are	
nrolled at WSU Tech program and in process toward LMHT	
censure. The CHW (Community Health Worker) role is being	
ecommended instead of CNA, as CHWs can bill Medicaid. This	
vould be add-on education and certificate, available for LPN who	
vished to specialize in the mental health area. Another option is	
or graduates to complete the full 2-year MHT program and enroll	
t WSU for the 2+2 program for a Bachelor's degree.	
heri Cole: can the # of training hours be reduced?	
Cathy Kottas: Reducing training hours will require a KSBN	
egulation change.	
anelle: the LMHT test plan and exam are 7 years old	
Christina Rudacille: KDADs uses Criterion for CNA tests, and these	
re offered onsite at the training program location	
Can KSBN offer remote testing using ExamSoft or Respondus	
ockdown? ExamSoft offers payment by individual test, \$35.	
Respondus is less expensive, but both could be proctored by	
SBN staff remotely	
DeShaun: is a member of the Industry Advocacy Team (Mental	
lealth) meeting next week. Most who go to WSU Tech for MHT	
re interested in the formal training, not the license	
indsay Topps: If MHT certificate is available, LPN with MHT	
ertificate would start at higher pay.	
	b bachelor's degree. Training includes hospital and Nursing pecific orientation, CPI, management of psychiatric patients raining core. In Larned SH area, CNA or LPN is the more selected education rack than LMHT. eShaun: the formal MHT training is the requested priority, not ecessarily the LMHT license. New South Wichita psychiatric ospital initial core staffing plan did not include LMHT eShaun: first tier of two tier WSU Tech MHT program (1 <sup>st</sup> year) rovides what is needed for LMHT licensure. 3-4 students are nrolled at WSU Tech program and in process toward LMHT censure. The CHW (Community Health Worker) role is being ecommended instead of CNA, as CHWs can bill Medicaid. This rould be add-on education and certificate, available for LPN who vished to specialize in the mental health area. Another option is or graduates to complete the full 2-year MHT program and enroll t WSU for the 2+2 program for a Bachelor's degree. heri Cole: can the # of training hours be reduced? athy Kottas: Reducing training hours will require a KSBN egulation change. anelle: the LMHT test plan and exam are 7 years old hristina Rudacille: KDADs uses Criterion for CNA tests, and these re offered onsite at the training program location an KSBN offer remote testing using ExamSoft or Respondus ockdown? ExamSoft offers payment by individual test, \$35. espondus is less expensive, but both could be proctored by SBN staff remotely eShaun: is a member of the Industry Advocacy Team (Mental ealth) meeting next week. Most who go to WSU Tech for MHT re interested in the formal training, not the license indsay Topps: If MHT certificate is available, LPN with MHT

KDADs management) and	Christina Rudacille: an LPN with MHT certificate is a viable option	
LMHT (KSBN)	for JCCC students	
. Sunset LMHT with		
teach-out for current	Discussion	
students, retain re-		
licensure option		
indefinitely for those		
with current LMHT		
license, discuss possible		
MHT certificate with		
KDADs representative		
Task Force	Recommendation is that the KSBN Executive Director, Carol	
Recommendation/Next	Moreland, and Education Compliance Director, Janelle Martin,	
Steps	follow-up with Scott Burner, KDADS, regarding the LMHT Task	
	Force recommendation for KSBN to sunset the LMHT license and	
	consider KDADs management of an MHT certificate in lieu of the	
	LMHT.	
	1. KSBN provides means for ongoing renewal of LMHT	
	license for those currently licensed	
	·	
	2. LMHT approved programs offer a teach-out for those	
	currently enrolled	

Respectfully submitted,

Dr. Ruth Burkhart, DNP, MSN, MA, RN-BC, LPCC