

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

**Kansas Board of Nursing
Virtual meeting
Education Committee Agenda
June 16, 2020 at 8:30 AM**

Link to access meeting:

<https://us02web.zoom.us/j/85032547992?pwd=UW1zVWIENFdudElJdkducS9VL3ZzZz09>

Password: KsbnEDComm

Or iPhone one-tap :

US: +12532158782,,85032547992#,,1#,269523# or +13462487799,,85032547992#,,1#,269523#

Or Telephone:

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

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

Webinar ID: 850 3254 7992

Password: 269523

International numbers available: <https://us02web.zoom.us/j/85032547992?pwd=UW1zVWIENFdudElJdkducS9VL3ZzZz09>

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

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

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

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

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

Staff:

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

- I. Call to Order
- II. Review of On-Site Packet
- III. Additions/Revisions to the Agenda
- IV. Approval of Minutes
 - A. Education Committee Minutes – December 2019
- IV. Announcements
- V. Nursing Education Compliance Officer Report
- VI. Site Visit Reports
 - A. Rasmussen University – Approval BSN Program – Oct. 29-30, 2019
 - B. Pittsburg State University – Re-approval BSN and DNP programs – Nov. 4-6, 2019
 - C. Newman University - Re-approval BSN Program – Nov. 13-14, 2019
 - D. University of St. Mary – Re-approval BSN and MSN-FNP Programs – Jan. 29-31, 2020
- VII. New Business
 - A. Major Curriculum Change Requests for incorporating IV Therapy content into PN curriculum
 - a. Hutchinson Community College – PN (June)
 - b. Kansas City Kansas Community College – PN (June)
 - c. Colby Community College – PN (June)
 - d. Garden City Community College – PN (June)
 - e. Barton Community College – PN (June)
 - f. North Central Kansas Technical College – Beloit – PN (June)
 - B. Major Curriculum Change Request – KS PN Military Nurse Initiative (March)
 - C. Major Curriculum Change Request – Washburn Institute of Technology (March)
 - D. Major Curriculum Change Request – Bethel (June)
 - E. Major Curriculum Change Request – MidAmerica Nazarene University – Graduate (June)
 - F. Major Curriculum Change Request – KCKCC – ADN/PN (June)
 - G. Major Curriculum Change Request – Colby CC – ADN (June)
 - H. Major Curriculum Change Request – KU SON – BSN (June)
 - I. Major Curriculum Change Request – KU SON – Graduate (June)
 - J. Major Curriculum Change Request – Pittsburg State University – BSN (June)
 - K. Major Curriculum Change Request – Donnelly College – PN (March)
 - L. Major Curriculum Change Request – Donnelly College – ADN (March)
 - M. Donnelly College – Progress Report on ADN program (March)
 - N. 2019 NCLEX First Time Pass Rates (March)

- O. Pratt Community College Strategies for RN NCLEX pass rates (March)
 - P. Discussion – COVID-19 and Nursing Program Changes for 2020
 - Q. Questions regarding implementation of IV Therapy Regulations (March)
 - 1. Would PN programs be allowed to add the IV content/competencies to a program cohort currently in process?
 - 2. How is KSBN notified of course completion?
 - i. Sample Completion Roster
 - R. Virtual Site Visits / Reasonable extension of accreditation – Dept. of Education statement
 - a. Draft policy for KSBN? (June)
- IX. Unfinished Business
- A. 2020 Nursing & MHT Program Site Visit Schedule
- X. Petitions
- A. Petition for Permission to Test/Retest Summary 11/11/19 through 5/8/2020
- XI. Agenda for September 2020
- A. NCSBN Nursing Education Approval Guidelines
 - B. Workforce Survey Data
- XII. Adjourn

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

PAGE LEFT
BLANK
INTENTIONALLY

PAGE LEFT
BLANK
INTENTIONALLY

PAGE LEFT
BLANK
INTENTIONALLY

PAGE LEFT
BLANK
INTENTIONALLY

PAGE LEFT
BLANK
INTENTIONALLY

PAGE LEFT
BLANK
INTENTIONALLY

Education Report

June 2020

Janelle B. Martin, MHSA, RN

Nursing Program Administrator Updates:

- **Benedictine College** announced that effective December 16, 2019, Lynne Connelly, PhD, RN will be the Interim Director of Nursing for the college.
- **Coffeyville Community College** has announced that effective January 1, 2020 Heather Pollet, MSN, APRN will be the new Dean of Career & Technical Education. Anastasia O'Connell, MS, RN has been named as the new Director of Nursing. Anastasia has been with Coffeyville CC nursing program since 2011.
- **Washburn University** announced that effective February 10, 2020, Jane Carpenter, PhD, MSN, RN has been named as the permanent Dean for the School of Nursing. Dr. Carpenter has been serving as the Interim Dean for the past year.
- **Rasmussen College** announced that effective March 9, 2020, Dr. Kelly McCullough, Regional Dean of Nursing for the South-Central Region, assumed the role of Interim Nurse Administrator and Jamie Magana, MSN, is serving as the Associate Dean of Nursing and is based at the Overland Park location of Rasmussen College.

Program Updates:

- **Rasmussen College** has announced that effective October 2020 they will officially become Rasmussen University.
- **Donnelly College** has submitted responses to all recommendations and opportunities from September site visit for the ADN program.

Site Visits:

- University of St. Mary, reapproval visits for BSN program and MSN-FNP program with CCNE on January 29, 30 & 31
- Salina Area Technical College, PN program on February 25-26 for follow up after first graduation
- Site visits for Kansas Wesleyan University, Colby Community College-ADN, and Donnelly College-PN were put on hold during the State of Emergency for COVID-19. They will be rescheduled as soon as possible.

Education Activities / Projects:

- Annual Report Orientation for Program Administrators – held two Zoom meetings in April to review and answer questions regarding the KSBN annual report due from each nursing program
- Assisted in ensuring applicants meet educational requirements for licensure:

- Reviewed 12 transcripts from out of state schools
- Reviewed 43 CGFNS reports for foreign educated nurses
- Five TOEFL results submitted with endorsements – three were approved with required scores; two were denied
- *FQRs* – processed and approved **125** Faculty Qualification Reports
 - 83 were initial requests
 - 42 were updates to previous FQRs
 - 30 had Degree plans
 - 30 had requests for Hire Exceptions
 - 12 were returned as incomplete
- *Minor Curriculum changes* – reviewed and approved requests;
 - Kansas City KS Community College, Generic ADN program – switch a prerequisite course with a 1st semester course – no change of content or credit hours
 - MidAmerica Nazarene University, ABSN program – 3 courses that will be split from single, 3 credit hour courses into 2, 1.5 credit hour courses. This will prevent courses from crossing over semesters which has created financial aid issues for those in the accelerated program. There is no change in credit hours or delivery method for these courses.
 - University of Kansas, DNP program – replacing NRS 938: Informatics and Technology Applications with IPHI 850: Introduction to Health Informatics with no credit hour change.
 - Hutchinson Community College, PN program – increase Foundations of Nursing clinical from 1 to 2 credit hours (this is within the flex credit allowed)
 - Colby Community College, ADN – change Microbiology prerequisite from 5 hours to 4-5 hours
 - MidAmerica Nazarene University, Grad program – 1) combine two current courses into one new course, NURS 6732 and 2) update course descriptions and outcomes for NURS 6003 & 6013
 - Salina Area Technical College, PN – adopting the revised PN Core Curriculum without IV therapy
 - Garden City Community College, PN – adopting revised PN Core Curriculum as is and within flex credit hours
 - Washburn University, Grad program – update course description and outcomes for NU 801 & 802
- Responded to eight NCSBN survey requests from other state Boards of Nursing or NCSBN. Topics were:
 - Licensure requirements for online nursing courses
 - RN diploma programs
 - English proficiency requirements
 - APRN scope of practice – can they perform abortions
 - Fees for out-of-state/ distance learning clinical placements in our state
 - BSN program requirements for number of clinical hours?

- Waiver changes for COVID-19
- Limitations / regulations regarding percentage of simulation hours allowed
- 2019 scholarship applications received and reviewed by Board members and top 2 RN and top 2 PN students were selected
- Reviewing education information on KSBN website and updating links
 - Currently have a fillable PDF form for FQRs but the process is unable to be completed electronically. New process is coming that will allow submission and return approval to be entirely electronic.
 - Slide deck from New Program Administrator orientation is available on the website on the Program Administrator resource page
- Prepared and submitted 2019 Annual NCLEX program reports to Nursing Program Administrators the week of January 6th. First quarter 2020 NCLEX reports sent out April 14th.
- Responded to 34 higher education entities regarding Kansas approval for / educational requirements for advanced practice nursing programs. A requirement from the Department of Education has all schools with distance learning programs or hybrid programs researching requirements for all states where they could accept students from.
- Attended half-day virtual conference on the 2020 NCSBN Nursing Education Approval Guidelines

Education Corner:

- **KSBN** is currently not requiring Major curriculum changes for temporary changes in course delivery method for theory and clinical courses due to COVID-19. KSBN would appreciate a communication from the program if they are making temporary changes that will continue past the State of Emergency, and a time frame for how long the temporary changes are planned to be in place. Any changes in delivery method that programs intend to make as a permanent change moving forward should be handled per the regulations with a Major curriculum change request. Reminder that changes to sequencing of courses that do not change credit or clock hours, change content, or involve methodology changes, can be done without a curriculum change request.
- **KSBN Office Changes:** 1) remember that when the KSBN office reopens to the public, appointments will be required and social distancing rules will apply in the Landon building and the KSBN Lobby area. 2) a reminder that fingerprint cards are not required from KSBN for fingerprints to be done. The correct cards can be obtained from KBI if local fingerprinting offices do not have the correct card. Waivers should still be printed from the website and taken to the fingerprinting site to be completed at the time the fingerprints are done. And 3) a reminder that **fingerprints will no longer be done at the KSBN office.**
- **Important Reminders:**
 - **New Graduates** – reminder to all programs who are helping students with the exam and licensing process:

- Applications should come before fingerprints are submitted so that there is a person to tie the fingerprints to
- Fingerprint card must always come with a signed waiver or they will not be accepted
- **Applicants with Legal Issues** – a reminder to programs that KSBN cannot give legal advice or decisions about potential licensing when there are legal issues involved. Decisions regarding licensure are done on a case-by-case basis and a case will not be reviewed until an application for licensure is made. Any person wanting to obtain licensure in Kansas will need to review KNPA statute and regulations regarding licensure, and they can also review the legal issues packet that is provided on the KSBN website at https://ksbn.kansas.gov/wp-content/uploads/Forms/legal_issues_ref_packet.pdf.

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

Program: Rasmussen College BSN Program **Date(s):** Oct. 29-30, 2019 (site visit after 1st grad.)

Last KSBN Visit: September 22-23, 2016 **Accrediting Agency& Date of Last Visit:** CCNE - Spring 2019

Visitors: Carol Moreland, MSN, RN, KSBN Executive Administrator and Janelle Martin, MHSA, RN, KSBN Education Compliance Officer

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-------------------------------------|--------------------------|--|
| Home Institution & Nursing Program 60-2-102 | | | | | |
| Description of legal body responsible for policy and support of the program and/or home institution | Address of the institution | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 3; OP - 11600 College Blvd, 66210; Topeka - 620 SW Governor View, 66606 |
| | Names of primary administrative officials | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 3-4; Jamie Houchins, PhD, RN - new Dean of Nursing for OP/Topeka - start date 9/30/2019 Kelly McCullough, DNP, APRN - Regional Dean of Nursing for South Central U.S. |
| | Organizational chart for the institution | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 4 |
| | Current contact information | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 3 |
| | An audited fiscal report covering the previous two years, including a statement of income and expenditures | On Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Reviewed |
| | Copy of school's current catalog | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Viewed online. No printed catalog |
| | | | | | |

| | | | | | |
|---|--|-----------------|-------------------------------------|-------------------------------------|---|
| Description of nursing program | Organizational chart for nursing program | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 5 - Jamie Houchins listed as Dean for OP/Topeka |
| | Number of faculty | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 7: 10 FT (2 are dedicated to the BSN program) & 13 Adjunct instructors in Fall 2019 (3 positions not filled at this time); 1 Asst. Dean (open) |
| | Number of non-teaching staff | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 7: 1 FT support staff person for BSN program; 4 support staff - 1 support specialist and 1 exam proctor for each campus. |
| | Number of students admitted per year | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 7: Approved for 80 students per year - approved to admit 10 students at each campus 4 times per calendar year |
| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
| Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103 | | | | | |
| Nursing Program Administrator | Name and credentials | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 8: Jamie Houchins, PhD, RN, is new Dean of Nursing in Kansas (9/30/19). Regional Deanm Kelly McCullough, DNP, APRN has served as Interim Dean and will serve as mentor to Jamie. She has physical presence on both campuses each week at present. The Associate Dean position is currently open. |
| | Qualifications | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 8 |
| | Responsibilities | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 8 |
| Faculty selection and input into program | Faculty organizational by-laws | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix C, pg. 78-81 |
| | Faculty job description | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 9 |
| | Faculty selection process | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 9-10 |
| | Faculty orientation plan | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 10 - online modules for teaching; assigned a mentor; clinical orientation by facility and 1-1 with mentor |
| | Faculty handbook | On-site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Onsite and online |
| | General faculty meeting minutes for last 3 years | On-site | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Documentation is not consistent/clear; need to have a process to make sure these happen and that student representation happens and is documented |
| Faculty qualifications (Enclose a table that displays the following information): | Name of faculty | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pgs 11-19 |
| | FTor PT(use FTE) | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 11-19 |
| | Academic Credentials | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 11-19 |

| | | | | | |
|---|--|--------------------|-------------------------------------|-------------------------------------|--|
| | Institution granting degree | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 11-19 |
| | Area of clinical expertise | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 11-19 |
| | Area(s) of assignment | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 11-19 |
| | Licensure | Self-Study | <input type="checkbox"/> | <input checked="" type="checkbox"/> | No license numbers provided |
| | Indicate degree plan and progress towards degree if applicable | Self-Study | <input type="checkbox"/> | <input type="checkbox"/> | Not applicable - no degree plans |
| | List all faculty hire exceptions including course hired to teach | Self-Study | <input type="checkbox"/> | <input type="checkbox"/> | Not applicable - no hire exceptions |
| | Faculty file review | On-site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Complete with no deficiencies |
| Preceptor qualifications and information (for current semester) | Preceptor criteria & selection | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 19-20 |
| | Preceptor job description | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg. 20; BSN and at least 2 years clinical experience |
| | Identified roles of preceptors, faculty, and students | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 20 |
| | Preceptor orientation materials | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix D - preceptor handbook |
| | Preceptor signatures showing date orientation completed | Self-Study/On-site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | online |
| | Name of preceptor and course with Prefix & number (NURS 1011) | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 22-23 |
| | Preceptor State of license & License number | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 22-23 |
| | Methods of contact between faculty & preceptor | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg. 20-21 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|-------------------------------------|-------------------------------------|--|--|
| Students 60-2-102 & 60-2-107 | | | | | |
| Student policies: Provide written evidence of the following | Admission of generic, transfer, and articulation students | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 24-25; no articulation plan; no agreements in place in Kansas |
| | Degree plan for each degree being granted | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 26-28 |
| | Oral and written English proficiency | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 29 - TOEFL requirements lower than KSBN |
| | Readmission | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 29; catalog Pg. 142 |
| | Progression | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 31; Catalog pg. 147-148 |
| | Counseling & guidance | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 35 student Advisors; no counseling services onsite |
| | Student role versus employee role | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 36; BSN handbook (NSH) pg. 30 |
| Representation on faculty governance | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 36 addresses only faculty involvement; NSH pg. 11 | |

| | | | | | |
|---|---|------------|-------------------------------------|--------------------------|--|
| | Graduation | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 36; Catalog pg. 146 |
| | Refund policies governing all fees and tuition paid by students | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 36-37; Catalog pg. 136 |
| | Ethical practices including recruitment, admission, and advertising | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 37 |
| | 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 38 mentions KSA 65-1120 but does not say how it is provided to students prior to admission Info is in the enrollment agreement which is reviewed prior to signing intent for program |
| | Student Handbook | On-site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix E: Nursing Student Handbook |
| Student support services | Description of student safety measures | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 38-39 - Safety signage is available in the rooms at both campuses |
| | Description of student health services (available on-site or students have knowledge of available health services) | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 34: No student health is located at either campus. List of nearby available health services provided to students at both campuses. . |
| Student records | Review student files | On-site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Reviewed random sampling of student files from each campus |
| 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Reviewed very small sample of completed student work for both theory and clinical courses. |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|------------|-------------------------------------|--------------------------|--|
| Curriculum 60-2-102, 60-2-104, & 60-2-105 | | | | | |
| Curriculum Requirements: Copy of current curriculum with date of last revision. Include: | Required non-nursing courses | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SS pg 40-42; require 74 (quarter) "credits" of general education |
| | Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable) | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | BSN Syllabi onsite |
| | Credit hours for each non-nursing course | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 40-42 |
| | 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B; Pg 63-77 |
| | Identify clinical hours for combined nursing didactic and clinical courses | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 63-77 |

| | | | | | |
|------------------------------------|---|------------|-------------------------------------|-------------------------------------|---|
| | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | n/a according to BSN Blueprint Appendix B of SS; blueprint only designates clinical hours - no breakdown of simulation, observation or preceptor hours Faculty mentioned observation used in Adult Health/Acute Care for cath lab, MRI/CT/Xray |
| | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | BSN Curriculum Blueprint: 45 precepted clinical hours in NUR 4590 Professional Identity of the Nurse Leader - this was found by asking but is not listed in the blueprint as precepted (7%) No clinical hours for capstone? |
| | Testing process with test analysis and the written test procedure | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 42-43 provides testing process but nothing on test analysis; faculty HB does describe briefly (online) |
| | Number of students per class | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Pg 43; ave class size for BSN studnets is 10; online class ave is 28. |
| | Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites) | Self-Study | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Reviewed - able to see a rotation schedule for faculty with their info listed - schedule is not clear on the number of students per clinical |
| Curriculum includes the following: | Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B, Pg 63 |
| | Art and science of nursing | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B |
| | Didactic content and clinical experiences to meet the objectives in curriculum table that follows | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-------------------------------------|--------------------------|---|
| Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program: | Aspects of a safe, effective care environment, including management of care, safety, and infection control | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B, pg. 63-64 |
| | Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B, pg. g 69 for G&D - no clear info on supporting health promotion and maintenance |
| | Psychosocial integrity, including coping, adaptation | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B - generically relayed through course objectives |

| | | | | | |
|--------------------|--|------------|-------------------------------------|--------------------------|--|
| | and psychosocial adaptation | | | | |
| | Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Appendix B - generically relayed through course objectives |
| KSBN ADN Alignment | KSBN ADN alignment program outcomes included in curriculum, if applicable | Self-Study | <input type="checkbox"/> | <input type="checkbox"/> | n/a |
| Curriculum changes | List current changes not requiring board approval that have occurred since last annual report submitted | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dean of Nursing resigned 9/27/19 |

Educational Facilities 60-2-106

| | | | | | |
|------------------------------------|--|----------------------|-------------------------------------|--------------------------|--|
| Description of facilities and tour | Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning. | Self-Study & On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SS pg. 44-45 - computer testing for up to 20 students |
| | Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students | Self-Study & On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Faculty share office space but there are small meeting rooms available at each campus to provide privacy for student meetings; each faculty member has their own phone line which is accessible to both campuses |
| | Secure space for student records | Self-Study & On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student records are all online and secured at two levels |
| | 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Satellite program facilities | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Topeka is a satellite campus of the Overland Park program |
| | Other points of interest | | <input type="checkbox"/> | <input type="checkbox"/> | |
| Library resources and tour | Library materials are of sufficient quality and quantity to meet student learning needs | Self-Study & On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | All online library; SS pg. 47-48 Tutoring services available 24/7 also |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--------------------|------------------------|----------|-----|---------|----------|
|--------------------|------------------------|----------|-----|---------|----------|

Clinical Resources 60-2-105

| | | | | | |
|---|---|---------|-------------------------------------|--------------------------|--------------|
| Written contractual agreements between the nursing education program and affiliating agencies | View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office | On-site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | All complete |
|---|---|---------|-------------------------------------|--------------------------|--------------|

| | | | | | |
|--|--|----------------------|-------------------------------------|-------------------------------------|---|
| 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Mat-Child at KU St Francis - how many students really feasible - ave census very low SS pg. 50-54 |
| | 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Stated there are no issues but nothing shown about how clinical sites are managed. Blueprint only shows number of students - no days or shifts mentioned |
| | Each affiliating agency used for clinical instruction shall be staffed independently of student assignments | Self-study & On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Terminology in contracts |
| | Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Kansas Rehabilitation Hospital |
| Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104 | | | | | |
| Program NCLEX pass rates | NCLEX RN or PN Pass rates for the last 5 years (first time candidates) | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | At the time of this review, Q3 pass rate was 88.89% (8/9 passed). |
| Financial support for nursing program | Audited nursing program fiscal report for the previous two (2) years including income and expenditures | Self-Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Budget procedures | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SS pg. 56; interviews |
| Advisory Committee | Review Advisory Committee minutes | On-Site | <input type="checkbox"/> | <input checked="" type="checkbox"/> | No minutes available? 3 Advisory members came to interview. state that the college does share outcomes and that they meet 2 times a year? Also state that evaluations are mostly "informal" |
| Meet with the following members of the educational institution to determine adequate support for nursing program | Administration | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | See interview list |
| | General education and required support course faculty | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | See interview list |
| | Support services | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | See interview list |
| | Students | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Met with 9 students from the Topeka campus and 17 students from the Overland Park campus |
| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
| Meet with the following members of selected | Chief Nursing Officer | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Staff RN's | On-Site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | |
|---|--|------------------------|--------------------------|-------------------------------------|--|
| affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes | Preceptors | On-Site | <input type="checkbox"/> | <input type="checkbox"/> | no preceptors used this quarter |
| | Individuals conducting observational experiences | On-Site | <input type="checkbox"/> | <input type="checkbox"/> | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | SS pg. 58 describes how PEP is developed , maintained and utilized but no document available to view |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Program has 9 graduates to date and continue to admit quarterly - no evidence of improvement or changes made by use of data (clinical sites, etc.) |

Interviews conducted on-site:

Administration:

- Tom Slagle, BS, Chief Executive Officer (via phone)
- Joan Rich, DNP, RN, PHN, FCN, Vice President - School of Nursing
- John Smith-Coppes, EdD, Vice President of Nursing Operations (via phone)
- Kelly McCullough, DNP, ARNP, Regional Dean of Nursing (Interim Dean for Kansas and mentor to new Dean, Jamie Houchins)
- Jamie Houchins, PhD, RN, new Dean of Nursing for Kansas
- Jay Buchholz, MBA, Campus Director (Overland Park & Topeka)
- Etta Steed, PhD, Academic Dean (Overland Park & Topeka) - oversee all non-nursing and some online
- Kari Luoma, PhD, RN, BSN - Program Director (remote in WI)
- Jason Allen, BA, Director of Admissions (Topeka)

Nursing Faculty:

- Susan Parker, EdS, MS(N), RN, Associate Professor
- Jamie Magana, FNP-C, MSN, RN, Instructor
- Ruth Borthwick, MSN, RN, Assistant Professor
- Crickett Johnston, MSN, RN, Instructor
- Anne Naulty, MSN, RN, Instructor
- Karen Tompkins-Dobbs, MSN, RN, Adjunct Instructor
- Annith Waggoner, MSN, RN, Instructor
- Eymie Fitzgerald, DNP, RN - Professor
- Cheryl Anema, PhD, RN, Associate Professor
- Joseph Wagner, MSN, RN, Instructor (via phone)

General Education faculty:

- Andrew Langfritt, DC, adjunct instructor (online) A&P I and II
- Lindsay Nesmoie, DC, Professor - A&P, med terminology - nursing and general ed faculty meet routinely
- Robyn Fischer, PhD, adjunct instructor (online) - microbiology

Nursing Students:

- 12 Overland Park Campus Students
- 9 Topeka Campus Students

Library and Learning Services

- Ashley Guy, MLIS, Librarian, School of Nursing
- Bonnie Ostrand, M.S.Ed., Learning Services Coordinator, School of Nursing

Classroom Activities:

Lecture - NUR2180 Essentials of Pathophysiology - Ruth Borwick, MSN, RN, Associate Instructor (9 students)

Tour of Clinical Agencies:

Kansas Rehabilitation Hospital - Topeka
Shellie Colby, MSN, RN - Associate Instructor (at clinical site today)

Support Personnel - OP:

- Abby Myers, BA, Senior Admissions Manager
- Tracy Cheng, MA, Student Advisor
- Amber Borsch, MS, Manager, Processing & Awarding
- Lee Ann Andronico, MBA - Sr. Career Services Advisor
- Rachel Shaw, BSA, Support Specialist
- Omar Avila, IT Support Specialist

Advisory Board Members:

- Kriste Eyster, MBA, BSN, RN - DON, Holton
- Richard Free, MSN, RN - Education Director at VA - Colmery O'Neil and Leavenworth medical centers
- Dawn Brown, BA - Director, daycare

Strengths Identified:

1. Extensive library resources and tutor opportunities
2. Have a variety of clinical sites - have contracts for more clinical sites than they are presently using
3. Students are happy with smaller class size, quarterly start times (shorter wait to get started) and flexibility of the program
4. Students would recommend the program to others
5. Willing to make changes when outcomes not up to expectations (the move to ATI which is utilized extensively in the curriculum)
6. NCLEX Prep information is included in library resources and is available to graduates for an indefinite period of time after graduation
7. Tremendous administrative support for the nursing programs
8. Employers verbalize satisfaction with graduates
9. Strong student support services to encourage student retention and success
10. New Support Specialist role as part of support services- very connected to the students

Opportunities for Improvement:

1. Faculty meeting minutes - not easily found; student representation not clear
2. Advisory meetings/ minutes - not clear if meetings are happening per policy
3. Clarify clinical observation as part of clinical hours - experience should be available to all students and should have objectives
4. Continue to build clinical relationships for Maternal/Child
5. Description of student health services (no onsite services)- give everyone a list of available facilities at the beginning of the program so they are aware before they need services
6. Program Evaluation Plan - not seeing discussion and follow up in faculty minutes or on the PEP; not seeing actions taken based on data (faculty able to verbalize but not reflected in written format)
7. Preceptors - if the process is for faculty and dean to select the preceptors (not the student), then adjust the policy to reflect the actual process
8. Breakdown of clinical hours for direct clinical, observation, simulation and preceptor hours. Make sure this is clear in syllabi as well as the BSN Curriculum Blueprint.

Education 22

Recommendations:

1. Faculty meetings / minutes - need a documented process to make sure this happens - where will documentation exist and where will it be backed up. May also consider standing agenda items (like PPR) to make sure these discussions are recorded and maintained for ongoing use. Response to KSBN Education Compliance Officer by 9/30/2020.
2. Advisory meetings - ensure documentation of meeting is taking place and is available when requested. May help to utilize a standard format for minutes with standing agenda so things don't get dropped. Response to KSBN Education Compliance Officer by 9/30/2020.
3. Update Program Performance Report (PPR) to bring current with data and use in faculty meetings. Updated PPR to KSBN Education Compliance Officer by 9/30/2020.
3. Recommend continued approval of the program for time period of national accreditation if other recommendations met in expected time frame.

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

Program: Pittsburg State University – BSN Program Date(s): November 4-6, 2019 w/ CCNE

Last KSBN Visit: November 18-20, 2009 Accrediting Agency & Date of Last Visit: CCNE – Nov. 18-20, 2009

Visitors: Bernadette Fetterolf, PhD, APRN, CNS – KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-----|---------|---|
| Home Institution & Nursing Program 60-2-102 | | | | | |
| Description of legal body responsible for policy and support of the program and/or home institution | Address of the institution | Self-Study | X | | CCNE Program Information form (PIF) |
| | Names of primary administrative officials | Self-Study | X | | CCNE Program Info form |
| | Organizational chart for the institution | Self-Study | X | | Independent document w/ CCNE PIF SS Appendices pg. 23 |
| | Current contact information | Self-Study | X | | CCNE PIF |
| | An audited fiscal report covering the previous two years, including a statement of income and expenditures | On Site | X | | Reviewed onsite Also received with annual report |
| | Copy of school's current catalog | Self-Study | X | | No printed catalog – use online catalog which is updated as needed; Static copy on USB drive with SS |
| Description of nursing program | Organizational chart for nursing program | Self-Study | X | | Independent document w/ crosswalk |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|------------|-----|---------|--|
| | Number of faculty | Self-Study | X | | SS pg. 39-41; 22 FTEs to staff UG and graduate programs. 9 are tenured or tenure-earning, 11 are FT non-tenured, 3 PT. Also have 5 Graduate Teaching Assistants (GTAs) for the UG programs Crosswalk & SS; 3 non-teaching positions Currently have 175 in traditional BSN prelicensure program Approved for 90 per year |
| | Number of non-teaching staff | Self-Study | X | | |
| | Number of students admitted per year | Self-Study | X | | |
| Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103 | | | | | |
| Nursing Program Administrator | Name and credentials | Self-Study | X | | SS pg. 37 |
| | Qualifications | Self-Study | X | | SS Appendices, pg. 82 |
| | Responsibilities | Self-Study | X | | SS pg. 37-39 |
| Faculty selection and input into program | Faculty organizational by-laws | Self-Study | X | | Faculty HB pg 12-22 Appendices, pg. 53 |
| | Faculty job description | Self-Study | X | | Faculty HB SS pg. 83-95 |
| | Faculty selection process | Self-Study | X | | Faculty HB KNEA contracts |
| | Faculty orientation plan | Self-Study | X | | SS pg. 43-44 SON faculty HB (checklist needs to be added to the HB) |
| | Faculty handbook | On-site | X | | Provided a copy on USB drive and onsite |
| | General faculty meeting minutes for last 3 years | On-site | X | | Provided onsite – no concerns |
| Faculty qualifications (Enclose a table that displays the following information): | Name of faculty | Self-Study | X | | Faculty table provided with all required info |
| | FT or PT(use FTE) | Self-Study | X | | |
| | Academic Credentials | Self-Study | X | | |
| | Institution granting degree | Self-Study | X | | |
| | Area of clinical expertise | Self-Study | X | | Provided table with faculty academic and experiential prep for each nursing course |
| | Area(s) of assignment | Self-Study | X | | |
| | Licensure | Self-Study | X | | |
| | Indicate degree plan and progress towards degree if applicable | Self-Study | X | | |
| List all faculty hire exceptions including course hired to teach | Self-Study | X | | | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|---|--------------------|-----|---------|---|
| | Faculty file review | On-site | | X | Orientation evidence not in files. Newest 3 are still in progress with the Program Administrator Found only 1 FQR in files – need to update for all faculty |
| Preceptor qualifications and information (for current semester) | Preceptor criteria & selection | Self-Study | n/a | | SS pg. 41 – preceptors not used in the UG programs |
| | Preceptor job description | Self-Study | | | |
| | Identified roles of preceptors, faculty, and students | Self-Study | | | |
| | Preceptor orientation materials | Self-Study | | | |
| | Preceptor signatures showing date orientation completed | Self-Study/On-site | | | |
| | Name of preceptor and course with Prefix & number (NURS 1011) | Self-Study | | | |
| | Preceptor State of license & License number | Self-Study | | | |
| | Methods of contact between faculty & preceptor | Self-Study | | | |
| Students 60-2-102 & 60-2-107 | | | | | |
| Student policies: Provide written evidence of the following | Admission of generic, transfer, and articulation students | Self-Study | X | | BSN Handbook pg. 27 |
| | Degree plan for each degree being granted | Self-Study | X | | SS Appendix pg. 193, 195 |
| | Oral and written English proficiency | Self-Study | X | | Pre-licensure application packet |
| | Readmission | Self-Study | X | | BSN Handbook, pg. 35 |
| | Progression | Self-Study | X | | BSN Handbook, pg. 35 |
| | Counseling & guidance | Self-Study | X | | |
| | Student role versus employee role | Self-Study | X | | BSN Handbook pg. 15 |
| | Representation on faculty governance | Self-Study | X | | SS pg. 19 |
| | Graduation | Self-Study | X | | BSN Handbook pg. 34 |
| | Refund policies governing all fees and tuition paid by students | Self-Study | X | | College catalog – Tuition & Fees section online |
| | Ethical practices including recruitment, admission, and advertising | Self-Study | X | | website |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|------------|-----|---------|--|
| | 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 | Online Admissions packet – pg. 5 Impediments to licensure are discussed in the admission packet. The statute is not cited so it is not clear. States “may be denied entrance to NCLEX exam” instead of licensure denial. |
| | Student Handbook | On-site | X | | Online – also provided on USB drive |
| Student support services | Description of student safety measures | Self-Study | X | | https://www.pittstate.edu/hr/policies/safety-policy.html |
| | Description of student health services (available on-site or students have knowledge of available health services) | Self-Study | X | | https://www.pittstate.edu/office/health-services/index.html |
| Student records | Review student files | On-site | X | | Files kept in locked cabinets behind locked door. Files complete w/ apps, admission materials, transcripts, grade report and background checks. Did not see advising notes or final CETs (these primarily kept electronically) |
| Student documentation submitted to meet course objectives | Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences) | On-Site | X | | |
| Curriculum 60-2-102, 60-2-104, & 60-2-105 | | | | | |
| Curriculum Requirements: Copy of current curriculum with date of last revision. Include: | Required non-nursing courses | Self-Study | X | | SS Appendix pg. 193 |
| | Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable) | Self-Study | X | | SS Appendix pg. 193-94 – courses listed Syllabi for all courses reviewed in Resource room |
| | Credit hours for each non-nursing course | Self-Study | X | | SS Appendix pg. 193 58-60 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 Appendix pg. 193-94 Credit hours – 62 to 71 |
| | Identify clinical hours for combined nursing didactic and clinical courses | Self-Study | X | | Course syllabi - combined courses were broken out by didactic and clinical hours. |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|---|------------|-----|---------|---|
| | List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities) | Self-Study | X | | 81 observation hours within the curriculum (8.6% of total hours – 945) |
| | List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course) | Self-Study | n/a | | SS pg. 41 – no preceptors used in UG programs |
| | Testing process with test analysis and the written test procedure | Self-Study | X | | Policy contained guidelines for item writing and test result analysis. Statistical analysis contained Mean, SD, Kuder Richardson, Item Difficulty, Discrimination Index, Point Biserial and item response patterns. |
| | Number of students per class | Self-Study | X | | Didactic class – up to 75 students Clinical ratio does not exceed 1:10 |
| | Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites) | Self-Study | X | | Clinical folder in Resource room had clinical schedules as prescribed |
| 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. 193 (Appendix) |
| | Art and science of nursing | Self-Study | X | | |
| | Didactic content and clinical experiences to meet the objectives in curriculum table that follows | Self-Study | X | | |
| Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program: | Aspects of a safe, effective care environment, including management of care, safety, and infection control | Self-Study | X | | BSN curriculum table provided |
| | Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease | Self-Study | X | | |
| | Psychosocial integrity, including coping, adaptation and psychosocial adaptation | Self-Study | X | | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|----------------------|-----|---------|--|
| | Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation | Self-Study | X | | |
| KSBN ADN Alignment | KSBN ADN alignment program outcomes included in curriculum, if applicable | Self-Study | n/a | | |
| Curriculum changes | List current changes not requiring board approval that have occurred since last annual report submitted | Self-Study | X | | Course change notebook made available – contains all MCC and copies of approvals |
| Educational Facilities 60-2-106 | | | | | |
| Description of facilities and tour | Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning. | Self-Study & On-Site | X | | SS pg. 30-32 and onsite |
| | Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students | Self-Study & On-Site | X | | Private offices – faculty very welcoming to students |
| | Secure space for student records | Self-Study & On-Site | X | | Locked cabinets behind locked door in nursing 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 | | Gorilla Geeks support on ground and online students. Can contact by phone, email or chat room. |
| | Satellite program facilities | | n/a | | |
| | Other points of interest | | X | | Center for Teaching, Learning & Tech – supports faculty in designing online courses. They also provide training to students and faculty on video capturing. Also provides accessibility screening for courses. |
| Library resources and tour | Library materials are of sufficient quality and quantity to meet student learning needs | Self-Study & On-Site | X | | Newly renovated library facility. Study rooms, computer availability, and access to numerous databases. Have dedicated librarian for nursing and biology programs . |

| Clinical Resources 60-2-105 | | | | | |
|---|--|----------------------|---|--|--|
| Written contractual agreements between the nursing education program and affiliating agencies | View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office | On-site | X | | Only 1 contract not signed, and this was taken care of prior to end of site visit |
| 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. 62-66 SON maintains over 100 active affiliation agreements with clinical sites and preceptors |
| | 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. 62-66 |
| | Each affiliating agency used for clinical instruction shall be staffed independently of student assignments | Self-study & On-Site | X | | SS pg. 62-66 This is also part of contract language |
| | Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives | On-Site | X | | Mercy Hospital, Joplin, MO (3 rd semester Med-Surg students). Faculty was onsite w/ students. Students were well prepared and articulate about their nursing care plan. Able to answer questions about care. Discussed prep for clinical the role of the patient's RN and the instructor. Students complimentary of staff and instructor. |
| Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104 | | | | | |
| Program NCLEX pass rates | NCLEX RN or PN Pass rates for the last 5 years (first time candidates) | Self-Study | X | | SS pg. 73 (2016-11/2019) 2015 (per KSBN) – 89.23% 2016 – 89% 2017 – 94.29% 2018 – 98.68% 2019 (to date) – 89.74% (final rate was 91.03%) |
| Financial support for nursing program | Audited nursing program fiscal report for the previous two (2) years including income and expenditures | Self-Study | X | | Sent w/ self-study and available onsite – no issues |
| | Budget procedures | | X | | SS pg. 25 |

| | | | | | |
|---|--|------------------------|-----|--|---|
| Advisory Committee | Review Advisory Committee minutes | On-Site | X | | Semi-annual meetings (Apr & Sep) Wonderful representation from COI group. Reps from clinical facilities, community leaders, physician, alumni, neighboring community college program directors. All health care facility staff were very complimentary of students and staff and eager to hire PSU grads. |
| Meet with the following members of the educational institution to determine adequate support for nursing program | Administration | On-Site | X | | |
| | General education and required support course faculty | On-Site | X | | Good communication with pre-req faculty and nursing faculty; Dr. Chung co-leads an honors pathophysiology class with Dr. McClaskey |
| | Support services | On-Site | X | | |
| | Students | On-Site | X | | 12 BSN students interviewed |
| Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes | Chief Nursing Officer | On-Site | X | | |
| | Staff RN's | On-Site | X | | Mercy Hospital |
| | Preceptors | On-Site | n/a | | |
| | Individuals conducting observational experiences | On-Site | | | Not observed |
| 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 Appendices – pg. 25-51 Very well developed |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | X | | SS pg. 75 Master Eval Plan available in Resource Room as well – good use of data in making changes |

Interviews conducted on-site:

Administration:

Dr. Cheryl Giefer, Director, School of Nursing
 Dr. Mary Carol Pomatto, Dean of the College of Arts and Sciences
 Dr. Kahol, Dean of Graduate & Continuing Studies
 Doug Ball, Chief Financial Officer/VP for Administration
 Dr. Scott, President of PSU
 Smith, Provost & Academic VP
 Dr. Janet Smith, Institutional Effectiveness/ Asst. VP

PSU Academic Affairs & Campus Life:

Melinda Roelfs - Registrar
Tammy Higgins - Financial Assistance
Deatra Rose - Student Diversity
Scott Donaldson – Admissions/Enrollment Management and Student Success
Angela Nevia - Information Technology
Brenda Frieden - Center for Teaching, Learning & Technology
Rita Girth - Health Services
Mindy Cloninger - Career Services
Amy Gideon - Counseling
Kathleen Flannery - University Development
John Bartlow - Alumni/Constituent Relations

School of Nursing Advisory Board (Community of Interest) & Alumni (DNP and BSN combined group):

Jordan Howard, Nursing Program Administrator, Fort Scott Community College (alumni)
Dee Bohnenblust, Nursing Program Administrator, Labette Co Community College (alumni)
Reta Baker, VP Clinical Education – Community Health Center of SE Kansas (alumni)
Jessica Cobb, RN Nurse Manager – Ascension Via Christi-Pittsburg (alumni)
Jim Barone – retired Kansas State Senator (alumni)
Amber Kinder, Director of Nursing Resources – Freeman Health
Kelli Bigando, Interim CNO & Director of Pt Care Services – Mercy Hospital (alumni)
Gerald T. Waggoner, PSU representative – Pittsburg State University
Mary Jo Meier, Director of Development – College of Arts & Sciences – PSU
Paul W. Grimes, Dean, College of Business – PSU
Alice Sagehorn, Chairperson, Teaching & Leadership – PSU
Kathleen M. Sandness, Medical Director – Via Christi Hospital

Students: 12 BSN students meet with KSBN and CCNE reps

General Education faculty: Dr. Peter Chung, microbiology (phone)

School of Nursing faculty:

*Amy Hite, DNP, FNP-C, APRN
*Kristi Frisbee, DNP (Educational Leadership), RN
*Jennifer Harris, PhD/Ed, FNP-C, APRN
*Karen Johnson, PhD, FNP-BC, CNE
*Barbara McClaskey, PhD, CNS-BC (Family & Neonatal Intensive Care), APRN
*Bailey Kuhlman, MSN, FNP-C, APRN
*Ashleigh Heter, DNP, FNP-C/Ed, APRN
*Trina Larery, DNP, FNP-C, APRN
*Gena Coomes, PhD, CNS-Family Health, RN
*Tracy Stahl, DNP, MSN/Ed, FNP-BC, APRN
*Dolores Pruitt, MSN/Ed, RN
*D'Ann Dennis, MSN/Ed, RN
*Amanda Alonzo, PhD, CNE, RN
*Janis Schiefelbein, PhD (emphasis in Health Promotion), RN

Strengths Identified:

1. Advisory Board is varied and each member is qualified, willing and proud of the programs
2. There is high praise from alumni. Many graduates of the program have come back to be part of the faculty and / or become a preceptor for current students.
3. Collaboration is evident amongst the IRBSON faculty, students, alumni and the community.
4. Program's grant achievements are a huge benefit to students, University and community
5. Strong support of Administration and recognized as a "cornerstone" program of the University
6. Student engagement and positive response to program (all would recommend)
7. Student support services within the SON and across campus are excellent
8. Leadership by Dr. Giefer was recognized by students, faculty, COI and Administration
9. Teaching learning center provides excellent faculty support / development for online courses.
10. Gorilla Geeks IT support for students and faculty!
11. Multiple sources of funding for faculty development and scholarship – faculty have done a great job in utilizing these resources which are important to the SON and the University
12. Master Evaluation Plan is well developed and it is easy to see how it is utilized and executed. Good use of data to make changes.
13. Simulation experiences and use of Anatomage are very positive student learning experiences

Opportunities for Improvement:

1. Improve representation by students at faculty meetings – what are the barriers to attendance?
2. Would be nice to see growth in the simulation and skills lab to meet size and growth of the nursing program (space is tight for the numbers) – currently have 4 beds for 90 students (skills lab)
3. Need FQRs on all faculty members – FT, PT, Adjunct – need to submit within 30 days of hire.
4. Course syllabi should have both clock and credit hours indicated. This should be broken down into theory and clinical hours. Clinical hours should be broken down to show direct care hours, sim hours, observation hours, precepted hours, lab hours.
5. Community Health course has 50% of clinical in observation hours. May be beneficial to utilize preceptors to do more than observe in these settings.

Recommendations:

1. Need to submit FQRs for all current faculty (submit FQRs for new faculty within 30 days of hire moving forward). A copy will be returned to SON Director and should be placed in faculty file. Bring FQRs up-to-date for all current faculty by submitting required documents to KSBN Education Compliance Officer by May 1, 2020.
2. Add possible licensure denial statements (KSA 65-1120) to pre-Admission packet (information needs to be in student hands prior to admission to the program) and again in the student handbook. Submit evidence of inclusion/ changes to KSBN Education Compliance Officer by June 30, 2020.
3. Recommend re-approval of the BSN program for the time-period of national accreditation.

**Documentation for Re-Approval of
Advanced Nursing Programs in Kansas
60-17-103 through 60-17-108**

Program: Pittsburg State University – DNP Program Date(s): Nov. 4-6, 2019

Last KSBN Visit: November 18-20, 2009 (this was an MSN program at the time; now DNP level)

Accrediting Agency & Date of Last Visit: CCNE – joint visit with KSBN Nov. 18-20, 2009

Visitors: Bernadette Fetterolf, PhD, APRN, CNS – Education Committee member, Kansas State Board of Nursing;
Janelle Martin MHSA, RN, Education Compliance Officer, Kansas State Board of Nursing

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|--|------------|---------|---|
| Home Institution & Nursing Program 60-17-103 | | | | | |
| Description of legal body responsible for establishing program policies and for support of the program | Address of the institution | Self-Study | X | | CCNE Program Info form |
| | Names of primary administrative officials | Self-Study | X | | CCNE Program Info form |
| | Organizational chart for the institution | Self-Study | X | | Independent document – with CCNE program info form; SS Appendices, pg. 23 |
| | Current contact information | Self-Study | X | | CCNE Program Info form |
| | An audited fiscal report covering the previous two years, including a statement of income and expenditures | On Site | X | | Reviewed onsite and also received by mail with annual report |
| | Copy of school's current catalog | Self-Study | X | | Use online catalog that stays current as changes are made; current, static copy on USB drive |
| | Description of nursing program | Organizational chart for nursing program | Self-Study | X | |
| Number of faculty | | Self-Study | X | | SS pg. 39-41; 22 FTEs to staff UG and graduate programs. 9 are tenured or tenure-earning, 11 are FT non-tenured, 3 PT. Also have 5 Graduate Teaching Assistants (GTAs) for the UG programs. |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|------------|-----|---------|--|
| | Number of non-teaching staff | Self-Study | X | | Crosswalk & SS; 3 non-teaching positions |
| | Number of students | Self-Study | X | | Approved for 24 DNP students per year: Currently have 51 in BSN to DNP and 14 in MSN to DNP Programs started in 2016 and 2015 respectively. |
| Nursing Program Administrator, Faculty & Preceptors KAR 60-17-103 and 60-17-104 | | | | | |
| Nursing Program Administrator | Name and credentials | Self-Study | X | | SS pg. 37 |
| | Qualifications | Self-Study | X | | SS Appendix, pg. 82 |
| | Responsibilities | Self-Study | X | | SS pg. 37-39 |
| Faculty selection and input into program (<i>each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree.</i>) | Faculty organizational by-laws | Self-Study | X | | Faculty Handbook 12-22 Appendix, pg. 53 |
| | Faculty responsibilities | Self-Study | X | | Faculty HB SS pg. 83-95 |
| | Faculty selection process | Self-Study | X | | Faculty HB KNEA contracts |
| | Faculty orientation plan | Self-Study | X | | SS pg. 43-44 SON faculty HB (checklist needs to be added to the HB) |
| | Faculty handbook | On-site | X | | Provided copy w/ Self-study |
| | General faculty meeting minutes for last 3 years | On-site | X | | Provided onsite – no concerns |
| Faculty qualifications Enclose a table that displays the following information: (<i>each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree. Non nursing faculty shall have graduate degrees in the area of expertise</i>) | Name of faculty | Self-Study | X | | Faculty table provided w/ all required info |
| | FT or PT (use FTE) | Self-Study | X | | |
| | Academic Credentials | Self-Study | X | | |
| | Institution granting degree | Self-Study | X | | |
| | Area of clinical expertise | Self-Study | X | | Provided table with faculty academic and experiential prep for each nursing course |
| | Area(s) of assignment | Self-Study | X | | |
| | Licensure | Self-Study | X | | |
| | Indicate degree plan and progress towards degree if applicable | Self-Study | X | | |
| Preceptor qualifications and | Preceptor criteria & selection | Self-Study | X | | Orientation not in files; Program Administrator had the newest 3 as they are still in progress Found only 1 old FQR and 1 new one |
| | | | | X | SS pg. 41-42; preceptors used only in graduate programs |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|--------------------|-----|---|---|
| information (for current semester) (Each preceptor or adjunct faculty shall be licensed as an APRN or be licensed as a physician in the state in which the individual is currently practicing) | Preceptor responsibilities | Self-Study | X | | SS pg. 41; Preceptor Handbook |
| | Identified roles of preceptors, faculty, and students | Self-Study | X | | SS pg. 41-42 and Preceptor HB |
| | Preceptor orientation materials (includes information about pedagogical aspects of the student-preceptor relationship) | Self-Study | X | | Preceptor Handbook and Orientation materials on Canvas (LMS) (viewed onsite) Pittstate.edu/nursing/graduate-clinical-preceptors.html |
| | Preceptor signatures showing date orientation completed | Self-Study/On-site | X | | Signed agreements in preceptor files on Canvas |
| | Name of preceptor and course with Prefix & number | Self-Study | X | | Typhon database has all preceptor info – hard copy of list provided |
| | Preceptor State of license & License number | Self-Study | X | | |
| | Methods of contact between faculty & preceptor | Self-Study | X | | Preceptor HB SS pg. 41-42 |
| Students 60-17-103 & 60-17-108 | | | | | |
| Student policies: Provide written evidence of the following | Admission of generic, transfer, and articulation students (requirement that each student must have a current license to practice as a registered professional nursing in the US or any of its territories) | Self-Study | X | | Application packet – has NLC language College catalog online DNP Student HB pg. 32-33 |
| | Oral and written English proficiency | Self-Study | X | | DNP application packet |
| | Readmission | Self-Study | X | | DNP HB pg. 33 |
| | Progression criteria | Self-Study | X | | DNP HB pg. 33 |
| | Counseling & guidance | Self-Study | X | | DNP HB pg. 34-35 College catalog online |
| | Student role versus employee role | Self-Study | | X | DNP HB pg. 61 talks about dress code and not wearing uniform to place of employment – needs to be more specific about scope of practice |
| | Representation on faculty governance | Self-Study | X | | SS pg. 47 |
| | Graduation | Self-Study | X | | College catalog DNP HB |
| Refund policies governing all fees and tuition paid by students | Self-Study | X | | College catalog – Tuition & Fees section online | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|--|------------|---------|---|
| | Ethical practices including recruitment, admission, and advertising | Self-Study | X | | website |
| | Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission) | Self-Study | | X | DNP HB pg. 52-53 has info on potential disciplinary action but needs to have clarity about possible licensure denial and reference K.S.A. 65-1120 |
| | Student Handbook | On-site | X | | Online – link provided w/ self-study and reviewed onsite |
| Student records | Review student files | On-site | X | | Reviewed 3 current student files from each program Records secured in locked cabinets behind locked door. |
| 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 | | Scholarly projects from BSN to DNP program |
| Curriculum 60-17-105 | | | | | |
| Curriculum Requirements: Copy of current curriculum with date of last revision. Include: | Required non-nursing courses | Self-Study | n/a | | SS Appendices pg. 199-208 – plans of study for all program tracks – all nursing courses |
| | Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable) | Self-Study | X | | Resources room – onsite Also, able to view online in DNP HB and College catalog |
| | Credit hours for each non-nursing course | Self-Study | n/a | | n/a |
| | Identify clinical hours for combined nursing didactic and clinical courses | Self-Study | n/a | | |
| | Consist of at least 45 semester credit hours or the academic equivalent | Self-Study | X | | 74-77 credit hours depending on track taken |
| | Clinical component shall consist of at least 500 hours of clinical learning in each clinical track, or the program shall provide documentation of the overlap if any clinical track consists of less than 500 clinical hours | Self-Study | X | | 1056 clinical hours |
| | Curriculum includes the following: | Role alignment related to the distinction between practice as a registered professional nurse and the advanced role of an advanced practice registered | Self-Study | X | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|----------------------|-----|---------|---|
| | nurse as specified in K.A.R. 60-11-101 | | | | |
| | Theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction | Self-Study | X | | NURS712 |
| | The health care delivery system | Self-Study | X | | NURS 888 Health Policy |
| | The ethical and legal implications of advanced nursing practice | | X | | NURS 712 & 888 |
| | Three college hours in advanced pharmacology or the equivalent | | X | | NURS818 & 819 (4 cr hrs) |
| | Three college hours in advanced pathophysiology or its equivalent | | X | | NURS 809 (3 cr hr) |
| | Three college hours in advanced health assessment or its equivalent | | X | | NURS 803 & 804 (total 4 cr hr) Adv Health Assessment and AHA practicum |
| Clinical instruction in the area of specialization, which includes the following: | Performance of or ordering diagnostic procedures | | X | | NURS 802/803 812/813, and 828/829 |
| | Evaluation of diagnostic and assessment findings | | X | | |
| | Prescription of medication and other treatment modalities for client conditions | | X | | Also, NURS818 Applied Drug Therapy ↓ |
| The faculty in each advanced nursing education program shall fulfill these requirements: | Identify the competencies of the graduate for each role of advanced nursing practice for which the program provides instruction | | X | | In course syllabi |
| | Determine the approach and content for learning experiences | | X | | Evident in course syllabi |
| | Direct clinical instruction as an integral part of the program | | X | | 1000+ clinical hours in each program track |
| | Provide for learning experiences of the depth and scope needed to fulfill the objectives or outcomes of advanced nursing courses | | X | | NURS 910 and PC I, II, III which are Residency courses |
| Educational Facilities 60-17-107 | | | | | |
| Description of facilities and tour | Classrooms, laboratories and conference rooms adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used | Self-Study & On-Site | X | | SS pg. 30-32 Primarily online programs – does have some hybrid courses |
| | A physical facility that is safe and conducive to learning | Self-Study & On-Site | X | | Have skills lab available Testing facility if needed |
| | Secure space for nursing student records | Self-Study & On-Site | X | | SS pg. 30 |
| | Student support services for distance | Self-Study & | X | | SS pg. 31-34 Education 38 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|-------------------------------------|--|----------------------|-----|---------|--|
| | learning if distance learning is provided | On-Site | | | |
| | Satellite program facilities | | n/a | | |
| Library resources and tour | Library holdings, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to distance learning students | Self-Study & On-Site | X | | SS pg. 33 |
| Clinical Resources 60-17-106 | | | | | |
| Clinical resources | View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office | On-site | X | | Only 1 contract not signed, and this was taken care of prior to end of site visit |
| | Clinical learning experiences and sites are selected to provide learning opportunities necessary to achieve the advanced nursing education program objectives or outcomes | Self-Study & On-site | X | | SS pg. 62-66 SON maintains over 100 active affiliation agreements with clinical sites and preceptors. |
| | Faculty shall facilitate and evaluate student learning experiences in the clinical area | Self-Study & On-Site | X | | Typhon – preceptors’ evaluations Preceptor HB has role of faculty on site visit with students |
| | Preceptors shall be responsible for assessing performance in the clinical setting | Self-study & On-Site | X | | Preceptor HB states expectations Typhon is where evaluations are documented by preceptor and students |
| | The advanced nursing education program shall provide verification that each agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the program objectives or outcomes | Self-study & On-site | X | | Preceptors |
| | The advanced nursing education program contracts with an adequate number of appropriate affiliating | | X | | SS pg. 62-66 SON maintains over 100 active affiliation agreements with clir Education 39 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-----|---------|--|
| | agencies so there will be appropriate clinical experiences to meet curriculum objectives or outcomes | | | | sites and preceptors |
| | The faculty provides the affiliating agency staff with the organizing curriculum framework and either the objectives or outcomes for the clinical learning experiences | | X | | |
| | A sufficient number and variety of patients representing appropriate age groups shall be available to provide learning experiences to meet curriculum objectives or outcomes | | X | | |
| | If more than one advanced nursing education program uses the same affiliating agency, each advanced nursing education program shall document the availability of appropriate learning experiences for all of its students. | | X | | |
| | Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives | On-Site | X | | Met w/ a DNP preceptor onsite and with student she was precepting – this preceptor has worked with both BSN to DNP and MSN to DNP students |
| Administrative Policies & Procedures 60-17-103 & 60-17-105 | | | | | |
| Financial support for nursing program | Audited nursing program fiscal report for the previous two (2) years including income and expenditures | Self-Study | X | | Reports sent and reviewed |
| | Budget procedures | | X | | SS pg. 25 |
| Meet with the following members of the educational institution to determine adequate support for nursing program | Administration | On-Site | X | | |
| | Support services | On-Site | X | | |
| | Students | On-Site | X | | 7 current DNP students / 5 BSN to DNP and 2 MSN to DNP w/Ed emphasis |
| Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes | Chief Nursing Officer | On-Site | X | | |
| | Staff RN's | On-Site | | | |
| | Preceptors | On-Site | X | | Met w/ one preceptor onsite while student present |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--------------------|--|------------------------|-----|---------|--|
| 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 Appendices – pg. 25-51 |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | X | | SS pg. 75 Master Eval Plan available in Resource Room as well |
| | Advisory Committee | Onsite | X | | Meets 2x/year and look at ALL nursing program outcomes |

Interviews conducted on-site:

Administration:

Dr. Cheryl Giefer, Director, School of Nursing
 Dr. Mary Carol Pomatto, Dean of the College of Arts and Sciences
 Dr. Kahol, Dean of Graduate & Continuing Studies
 Doug Ball, Chief Financial Officer/VP for Administration
 Dr. Scott, President of PSU
 Smith, Provost & Academic VP
 Dr. Janet Smith, Institutional Effectiveness/ Asst. VP

PSU Academic Affairs & Campus Life:

Melinda Roelfs - Registrar
 Tammy Higgins - Financial Assistance
 Deatra Rose - Student Diversity
 Scott Donaldson – Admissions/Enrollment Management and Student Success
 Angela Nevia - Information Technology
 Brenda Frieden - Center for Teaching, Learning & Technology
 Rita Girth - Health Services
 Mindy Cloninger - Career Services
 Amy Gideon - Counseling
 Kathleen Flannery - University Development
 John Bartlow - Alumni/Constituent Relations

Students:

7 DNP students – 5 from BSN to DNP track and 2 MSN to DNP w/ Education emphasis

DNP preceptor: Stephanie Wagner, MSN, APRN, FNP-BC (Cranston Clinic)

School of Nursing Advisory Board & Alumni (DNP and BSN combined group):

School of Nursing Advisory Board (Community of Interest) & Alumni (DNP and BSN combined group):

Jordan Howard, Nursing Program Administrator, Fort Scott Community College (alumni)
Dee Bohnenblust, Nursing Program Administrator, Labette Co Community College (alumni)
Reta Baker, VP Clinical Education – Community Health Center of SE Kansas (alumni)
Jessica Cobb, RN Nurse Manager – Ascension Via Christi-Pittsburg (alumni)
Jim Barone – retired Kansas State Senator (alumni)
Amber Kinder, Director of Nursing Resources – Freeman Health
Kelli Bigando, Interim CNO & Director of Pt Care Services – Mercy Hospital (alumni)
Gerald T. Waggoner, PSU representative – Pittsburg State University
Mary Jo Meier, Director of Development – College of Arts & Sciences – PSU
Paul W. Grimes, Dean, College of Business – PSU
Alice Sagehorn, Chairperson, Teaching & Leadership – PSU
Kathleen M. Sandness, Medical Director – Via Christi Hospital

School of Nursing faculty:

- *Amy Hite, DNP, FNP-C, APRN
 - *Kristi Frisbee, DNP (Educational Leadership), RN
 - *Jennifer Harris, PhD/Ed, FNP-C, APRN
 - *Karen Johnson, PhD, FNP-BC, CNE
 - *Barbara McClaskey, PhD, CNS-BC (Family & Neonatal Intensive Care), APRN
 - *Bailey Kuhlman, MSN, FNP-C, APRN
 - *Ashleigh Heter, DNP, FNP-C/Ed, APRN
 - *Trina Larery, DNP, FNP-C, APRN
 - *Gena Coomes, PhD, CNS-Family Health, RN
 - *Tracy Stahl, DNP, MSN/Ed, FNP-BC, APRN
 - *Dolores Pruitt, MSN/Ed, RN
 - *D'Ann Dennis, MSN/Ed, RN
 - *Amanda Alonzo, PhD, CNE, RN
 - *Janis Schiefelbein, PhD (emphasis in Health Promotion), RN
-

Strengths Identified:

1. Advisory Board is varied and each member is qualified, willing and proud of the programs
2. There is high praise from alumni. Many graduates of the program have come back to be part of the faculty and / or become a preceptor for current students.
3. Collaboration is evident amongst the IRBSON faculty, students, alumni and the community.
4. "Rigorous curriculum" to anchor the programs; proud and professional leaders
5. Program has mission for rural outreach that fulfills many needs for southeastern KS
6. Program's grant achievements are a huge benefit to students, University and community
7. All graduates are Board-certified! Pass rates are high in all programs for licensure exams and certifications.
8. Strong support of Administration and recognized as a "cornerstone" program of the University (only doctorate level program at University)
9. Student engagement and positive response to program (all would recommend)
10. Student support services within the SON and across campus are excellent
11. Leadership by Dr. Giefer was recognized by students, faculty, COIO and Administration
12. Teaching learning center provides excellent faculty support / development for online courses.
13. Gorilla Geeks IT support for students and faculty!
14. Multiple sources of funding for faculty development and scholarship – faculty have done a great job in utilizing these resources which are important to the SON and the University
15. Master Evaluation Plan is well developed and it is easy to see how it is utilized and executed. Good use of data to make changes.

Opportunities for Improvement:

1. Preceptors need to be identified for each course. Clearly state in preceptor files what courses they are participating with and make sure signatures are present for each semester they are utilized.
2. Need FQRs on all faculty members – FT, PT, Adjunct – need to submit within 30 days of hire.
3. More student involvement/ representation at faculty meetings
4. Clearly delineate student (APRN) role vs. employee role (RN) in student handbook (DNP HB pg. 61)

Recommendations:

1. Need to submit FQRs for all current faculty (submit FQRs for new faculty within 30 days of hire moving forward). A copy will be returned to SON Director and should be placed in faculty file. Bring FQRs up-to-date for all current faculty by submitting required documents to KSBN Education Compliance Officer by May 1, 2020.
2. Student vs. employee role needs to be clearly defined in the DNP Handbook. Submit evidence of changes to KSBN Education Compliance Officer by June 30, 2020.
3. Add possible licensure denial statements (KSA 65-1120) to Admission packet (information needs to be in student hands prior to admission to the program). Submit evidence of inclusion/ changes to KSBN Education Compliance Officer by June 30, 2020.
4. Recommend re-approval of the DNP program for the time-period of national accreditation.

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

Program: Newman University – BSN Program Date(s): November 13-14, 2019

Last KSBN Visit: November 2009 Accrediting Agency & Date of Last Visit: CCNE- November 4-6, 2019

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

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|--|------------|---------|--|
| Home Institution & Nursing Program 60-2-102 | | | | | |
| Description of legal body responsible for policy and support of the program and/or home institution | Address of the institution | Self-Study | X | | SS pg. 4 |
| | Names of primary administrative officials | Self-Study | X | | SS pg. 4 President – Dr. Noreen Carrocci Provost, VP AA – Dr. Kimberly Long Assoc. Dean, School of Nursing & Allied Health – Dr. Jane Weilert |
| | | Organizational chart for the institution | Self-Study | X | |
| | Current contact information | Self-Study | X | | SS pg. 7 |
| | An audited fiscal report covering the previous two years, including a statement of income and expenditures | On Site | X | | Reports reviewed – no concerns |
| | Copy of school's current catalog | Self-Study | X | | Catalog online – easy to search |
| | | Online USB | | | |
| Description of nursing program | Organizational chart for nursing program | Self-Study | X | | SS pg. 8 |
| | Number of faculty | Self-Study | X | | SS pg. 7-8; CCNE SS appendix, pg. 31-32 1 Director w/ ½ time teaching load 10 FT faculty and 3 Adjunct |
| | | Number of non-teaching staff | Self-Study | X | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|--------------------|-----|---------|--|
| | Number of students admitted per year | Self-Study | X | | Approved for 32/semester for a total of 128 in the program Currently at 92 students |
| Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103 | | | | | |
| Nursing Program Administrator | Name and credentials | Self-Study | X | | SS pg. 7, 9 Teresa Vetter, MSN, APRN, CNS |
| | Qualifications | Self-Study | X | | SS pg. 9 / CCNE SS pg. 19-20 |
| | Responsibilities | Self-Study | X | | SS pg. 9 |
| Faculty selection and input into program | Faculty organizational by-laws | Self-Study | X | | SS pg. 15-18; Faculty HB, pg. 11-13 |
| | Faculty job description | Self-Study | X | | SS pg. 13 |
| | Faculty selection process | Self-Study | X | | SS pg. 13-14 |
| | Faculty orientation plan | Self-Study | X | | SS pg. 14-15; have a University-wide plan and nursing program checklist |
| | Faculty handbook | On-site | X | | Provided per USB with SS |
| | General faculty meeting minutes for last 3 years | On-site | X | | Faculty minutes show work with eval plan; student reps have low attendance |
| Faculty qualifications (Enclose a table that displays the following information): | Name of faculty | Self-Study | X | | SS pg. 10-12 |
| | FT or PT(use FTE) | Self-Study | X | | |
| | Academic Credentials | Self-Study | X | | |
| | Institution granting degree | Self-Study | X | | |
| | Area of clinical expertise | Self-Study | X | | |
| | Area(s) of assignment | Self-Study | XX | | |
| | Licensure | Self-Study | X | | |
| | Indicate degree plan and progress towards degree if applicable | Self-Study | X | | 2 on DNP plan of study (already MSN prepared) |
| | List all faculty hire exceptions including course hired to teach | Self-Study | n/a | | |
| | Faculty file review | On-site | X | | Completed – after 2013 all orientation checklists are complete – not all signed; only 1 FQR not signed but faculty was hired in 1992 |
| Preceptor qualifications and information (for current semester) | Preceptor criteria & selection | Self-Study | X | | SS pg. 19-24; Faculty HB pg. 31 |
| | Preceptor job description | Self-Study | X | | Preceptor packet / Handbook |
| | Identified roles of preceptors, faculty, and students | Self-Study | X | | Preceptor packet |
| | Preceptor orientation materials | Self-Study | X | | Preceptor Handbook |
| | Preceptor signatures showing date orientation completed | Self-Study/On-site | X | | Preceptor files onsite |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|------------|-----|---------|---|
| | Name of preceptor and course with Prefix & number (NURS 1011) | Self-Study | X | | SS pg. 19-24 |
| | Preceptor State of license & License number | Self-Study | X | | |
| | Methods of contact between faculty & preceptor | Self-Study | X | | |
| Students 60-2-102 & 60-2-107 | | | | | |
| Student policies: Provide written evidence of the following | Admission of generic, transfer, and articulation students | Self-Study | X | | SS pg. 25 BSN Handbook(HB) pg. 11 |
| | Degree plan for each degree being granted | Self-Study | X | | Nursing program web page Course catalog (CC) pg. 31-35 |
| | Oral and written English proficiency | Self-Study | X | | CC pg. 12 |
| | Readmission | Self-Study | X | | SS pg. 25 BSN HB pg. 12 |
| | Progression | Self-Study | X | | SS pg. 25 Student HB pg. 11 |
| | Counseling & guidance | Self-Study | X | | SS pg. 25 SHB pg. 24 Runway Learning Center has many services that are helpful to students including ADA services, peer tutoring, counseling, testing services and career services Also have a counselor that comes to campus every week – students are eligible for up to 6 free sessions |
| | Student role versus employee role | Self-Study | X | | SS pg. 25 BSN HB pg. 24 |
| | Representation on faculty governance | Self-Study | X | | SS pg. 25 BSN HB pg. 10 |
| | Graduation | Self-Study | X | | SS pg. 25 SHB pg. 12 |
| | Refund policies governing all fees and tuition paid by students | Self-Study | X | | SS pg. 25 CC pg. 20 |
| | Ethical practices including recruitment, admission, and advertising | Self-Study | X | | Newman Student HB BSN HB Nursing program website Application packet |
| | 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 | | Addressed in Application packet Also included in BSN Handbook pg. 19 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-----|---------|--|
| | Student Handbook | On-site | X | | Print and online available |
| Student support services | Description of student safety measures | Self-Study | X | | BSN HB pg. 21 CC and on website |
| | Description of student health services (available on-site or students have knowledge of available health services) | Self-Study | | X | There are no onsite health services provided. Also no mention of services available in the area – not all students are from the area and might be helpful to have a list of area service providers for new students. |
| Student records | Review student files | On-site | X | | Applications, transcripts, health records in all files |
| 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 | | Samples of course work, evals, and reflections journals |

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

| | | | | | |
|--|---|------------|---|--|---|
| Curriculum Requirements: Copy of current curriculum with date of last revision. Include: Curriculum implemented 8/2013 with first grads in May 2015 | Required non-nursing courses | Self-Study | X | | SS pg. 26-27 |
| | 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. 26-27, 30 (list of clinical facilities). Course syllabi all available |
| | Credit hours for each non-nursing course | Self-Study | X | | SS pg. 26-27 |
| | 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. 26-27 BSN HB 42 credit hours / 720 clock hours 1035 clinical hours (22 cr hr) |
| | Identify clinical hours for combined nursing didactic and clinical courses | Self-Study | X | | SS pg. 26-27 |
| | 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 | | 23 clock hours of obs (2.2%) – use of reflection journals for observation hours |
| | List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course) | Self-Study | X | | 58 hrs preceptorship (5%) |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|----------------------|-----|---------|--|
| | Testing process with test analysis and the written test procedure | Onsite | X | | SS pg. 27-30 Faculty HB pg. 45-47 BSN HB pg. 33-35 |
| | Number of students per class | Self-Study | X | | Nursing courses max at 32/ class |
| | Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites) | Self-Study Onsite | X | | All course syllabi have clinical rotation schedules for the semester with faculty info and ratio is 1:6 or 1:8 for all clinicals |
| 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. 33-34 |
| | Art and science of nursing | Self-Study | X | | SS pg. 35 |
| | Didactic content and clinical experiences to meet the objectives in curriculum table that follows | Self-Study | X | | SS pg. 35 |
| Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program: | Aspects of a safe, effective care environment, including management of care, safety, and infection control | Self-Study | X | | SS pg. 33-34 Separate document that outlines each section for the requirements of KAR 60-2-104 |
| | Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease | Self-Study | X | | |
| | Psychosocial integrity, including coping, adaptation and psychosocial adaptation | Self-Study | X | | |
| | Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation | Self-Study | X | | |
| KSBN ADN Alignment | KSBN ADN alignment program outcomes included in curriculum, if applicable | Self-Study | n/a | | n/a |
| Curriculum changes | List current changes not requiring board approval that have occurred since last annual report submitted | Self-Study | X | | SS pg. 35 |
| | | | | | |
| 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. 35-36 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|----------------------|-----|---------|---|
| | 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 Offices with privacy – readily available to students and in good proximity to one another for collaboration |
| | Secure space for student records | Self-Study & On-Site | X | | SS pg. 36 Records kept in lockable file in the Admin Asst. suite. Official academic records are kept in the Registrar's 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. 36 Canvas is the LMS utilized at Newman Met with IT resources – very collaborative and creative resource to nursing program |
| | Satellite program facilities | | n/a | | |
| | Other points of interest | | n/a | | |
| Library resources and tour | Library materials are of sufficient quality and quantity to meet student learning needs | Self-Study & On-Site | X | | SS pg. 36 Met w/ Librarian and the Director of Library Services – very involved with nursing students are articulate in resources available and services most used. Have developed “nursing guides” to aid in research for nursing students (most used resource) They visit depts. At the beginning of each year to check needs of dept. |
| Clinical Resources 60-2-105 | | | | | |
| Written contractual agreements between the nursing education program and affiliating agencies | View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office | On-site | X | | Site affiliation contracts reviewed - all were signed and had dates of contract term |
| Clinical learning experiences and site are adequate | The number of affiliating agencies and types of patients are adequate to meeting curriculum objectives | Self-Study & On-site | X | | SS pg. 37 |
| | 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. 37 Have good communication with clinical sites and have not had issues maintaining sites to meet learning objectives |
| | Each affiliating agency used for clinical instruction shall be staffed independently of student assignments | Self-study & On-Site | X | | part of contract agreement |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|------------|-----|---------|--|
| | Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives | On-Site | X | | Via Christi - Staff impressed with students in clinical and their readiness to practice upon hire. No issues with student placement. Students are assigned to a variety of clinical areas that correlate with course objectives. Staff has great relationship with all clinical faculty. Students highly complementary of staff nurses and preceptors. |
| Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104 | | | | | |
| Program NCLEX pass rates | NCLEX RN Pass rates for the last 5 years (first time candidates) | Self-Study | X | | SS pg. 37 2014 – 92.68% 2015 – 88.71% 2016 – 94.12% 2017 – 100% 2018 – 86% 2019 (Jan – Sept) 85.29% - final was 86.84% |
| Financial support for nursing program | Audited nursing program fiscal report for the previous two (2) years including income and expenditures | Self-Study | X | | Reports sent and reviewed |
| | Budget procedures | | X | | Budget process well -defined – Dean, CFO and nursing director meet biennially to discuss needs (min) |
| Advisory Committee | Review Advisory Committee minutes | On-Site | | X | CCNE SS pg. 10 Newman meets biennially (need to meet at least annually) with a Community Leader Focus Group and the nursing faculty to receive input from the community about expectations, needs, desires r/t graduates of the program. Most recently meeting was May 2019. |
| Meet with the following members of the educational institution to determine adequate support for nursing program | Administration | On-Site | X | | Nursing and education are historical mission of Newman – very strong programs Good faculty development policy President – sees opportunities to grow community partnerships to create more and stronger nurses. Current Board Chair is a former Program Administrator of the nursing program and has good understanding of needs and vision |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------------------|-----|---------|--|
| | | | | | for the program |
| | General education and required support course faculty | On-Site | X | | Philosophy, criminal justice, theology, and history |
| | Support services | On-Site | X | | Runway Learning Center staff, Project Care center |
| | Students | On-Site | X | | Met w/ 8 students: 4 Sr, 4 Jr level Good reputation of school Like smaller class size Like the multi-professional sims done with KU SOM Have several clinical opps outside hospital in community Feel that teaching here is "best practice" Strong clinical – very focused paperwork and have "early entry" to clinical; faculty very accessible |
| Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes | Chief Nursing Officer | On-Site | X | | Met 2 at Advisory group meeting |
| | Staff RN's | On-Site | X | | Staff say that students are engaged, compassionate w/ care delivery; High expectations set by faculty/instructors when on clinical units |
| | Preceptors | On-Site | X | | |
| | Individuals conducting observational experiences | On-Site | n/a | | No observation conducted at this time |
| Program Evaluation | Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken | Self-study/ On-site | X | | SS pg. 40-50 Reviewed as a whole each May and updated as needed. |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | X | | Faculty evaluate outcomes from each individual course after each semester completes and then review program outcomes every May during annual workshop. Evidenced in faculty minutes |

Interviews conducted on-site: November 13-14, 2019

Administration:

- Dr. Noreen Carrocci, President, Newman University
- Dr. Jane Weilert, Associate Dean, School of Nursing & Allied Health
- Dr. Kimberly Long, Provost, VP Academic Affairs
- Jennifer Gantz, VP Finance

Student Services:

- Cammie Kennedy, Director of Admissions / Enrollment Management
- Myra Pfannenstiel, Director of Financial Aid
- Lori Gibbon - Registrar
- Runway Learning Center staff:
 - Ami Alvidrez, Advisor, Special Populations;
 - Case Bell, Director of Equitable Access & International Student Services;
 - Debbie Haslam, Coordinator of Early Intervention & Tutoring Services
- Melody Head, Administrator of Runway Learning Center and Director, Career Services

Library Services:

- Librarian – Jeannette Parker
- Director, Library Services – Steve Hamersky

School of Nursing Advisory Committee:

- Hope Heiferich, BSN, RNC-OB, C-EFM – Wesley Med Center, CNE Coordinator; Student Placement Coordinator
- Sarah Marko, BSN, RN, CCRN – Nurse Manager VAT, CTICU at Ascension Via Christi SFC
- Cody Rodriguez, BSN, RN – Nurse Manager TSICU, Ascension Via Christi, SFC
- Kris Hill, MSN, RN – CNO Ascension Via Christi, SFC
- Megan Page, APRN-CNS, ACCNS-AG – Clinical Professional Development, Market Manager for Ascension VC
- Kim Frangenberg, BA – Market Program Coordinator, Ascension Via Christi
- Julia Heincker, BSN, RN – Nurse Manager, Surgical Cardiac – Ascension VC, SFC

Strengths identified were: 1) good balance of theory and clinical preparedness, 2) expectations of faculty to students is high and this makes a difference in student engagement and outcomes, 3) reputation of the program, 4) students are motivated and goal-centered, 5) rigorous program but well-balance and create good employees, 6) Program Administrator (Teresa) very accessible and responsive, 7) low faculty turnover which helps with strong relationships at clinical sites and 8) the faculty know their students well and direct clinical experience appropriately. CNO at hospital meets w/ Associate Dean each semester and the program embraces change when needed.

Via Christi, St. Francis campus - Wichita, Clinical Site:

- Lorinda Grinstead, RN – Clinical Manager
- Natalie Hertul, RN – Clinical Manager, 5SE
- Titus DeGraaf, MSN, RN – Clinical Manager, 4SE
- Matt Tyler, RN – Manager, 5SW
- Kayla Frazier, RN – Manager, 7N
- Mary Meadows, RN – Manager, CICU
- Anita Mels, RN – CPD Market Director
- Michelle Armbrister, RN – Director, Women & Infants
- Jayme McEntire, RN – CORP Manager
- Staci McDorman, RN – Manager, 5W, 5E, HS, RP

General Education faculty:

- Jill Fort, PhD – Professor of Criminal Justice
- Larry Heck, PhD – Professor of Sociology
- John McCormick, PhD – Professor of Theology
- Cheryl Golden, PhD – Professor of History

Students: 8 students - 4 Sr. level; 4 Jr. level

School of Nursing faculty:

- Jeanie Harris, MSN, ARNP, PNP-BC – Associate Professor - pediatrics
- Amy Siple, MSN, APRN, FNP-BC - Associate Professor of Nursing – Nursing assessment, pharmacotherapeutics, Adv. Principles of Aging & Dying Well
- Joan Melzer, MS, MN, APRN, RNC-MNN - Assoc Professor – maternal/ newborn
- Debbie Strickert, MN, APRN-CNS - Assoc. Professor – Adult med/surg
- Ann-Michelle Sherman, MSN, RN, CMSRN - Asst. Professor – Adult M/S, Foundations
- Nancy Lugo-Baez, DNP, RN - Asst. Professor, Prof. Development, Research & EBP
- Melissa Romaneschi, MSN, MHCL, RN - Asst. Professor, Adult med/surg (critical care), Ext. MS preceptorship
- Amelia Hopper, MSN, RN, CNEcl - Asst. Professor, Adult M/S, Foundations

Classroom observation: NSG 3188 Adult Care I – Debbie Strickert, MN, APRN-CNS

Strengths Identified:

1. Strong program leadership in Teresa Vetter – well regarded, accessible
2. University commitment and support of the nursing program
3. Reputation of the nursing program in the community and with clinical facilities
4. Project Care - Early alert system for students at risk
5. Collegial relationship between Via Christi hospital and Newman – strong support and communication
6. Unique components of curriculum with pre-reqs – have created relationships between criminal justics and nursing, theology and nursing and philosophy and nursing; great commuincation between General Ed faculty and nursing faculty
7. Faculty have a very strong commitment / dedication to students and the program.
8. Library / library services – have worked very hard to create relationships and improve visibility of the library and crate value with the nursing students (nursing guides)
9. Unique / strong relationship with community colleges and use dual advising when students articulating to their program
10. Faculty communicate expectations to students and hold them accountable – also support them well in the process (mentoring)
11. Community support of school and nursing program
12. Partnership with KU SOM for simulation – Newman students get more simulation and work with a health system in the process
13. Student preparedness for work force – BALANCE in the program – students set up to succeed!
14. Students recognize value and strength of the program – all would recommend

Opportunities for Improvement:

1. Opportunity to clarify faculty orientation process / policy. Might help to include a signature of faculty member at completion
2. Student policies:
 - a. Student Health Services – add something to student handbook that gives resources / providers in the area for their reference
 - b. Part-time Admission policy – clarify this statement OR add to Admission /Progression policy statement
 - c. Clarify who is responsible for costs if incident occurs during clinical that requires testing or other expenses
 - d. Changes in policies need to be communicated well in advance of changes and there should be some way to identify that students have received and understood changes to policy – particularly when they occur during a semester. Students need to understand how they will be “grandfathered” into the changes and expectations on their part clarified.
 - e. Student representation on faculty governance – clarify expectations, description of function, how to get feedback /communicate with the class as a whole

Recommendations:

1. Recommend re-approval of the program for the time-period consistent with national accreditation.

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

Program: University of Saint Mary – BSN program Date(s): January 29-31, 2020

Last KSBN Visit: 11/14-15/2012 Accrediting Agency & Date of Last Visit: CCNE 10/8/2012

Visitors: Christina Rudacille, MSN, RN - KSBN Education Committee Member; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-----|---------|---|
| Home Institution & Nursing Program 60-2-102 | | | | | |
| Description of legal body responsible for policy and support of the program and/or home institution | Address of the institution | Self-Study | X | | 4100 S. 4 th St, Leavenworth, KS 66048 |
| | Names of primary administrative officials | Self-Study | X | | Sr. Diane Steel – University President Dr. Michelle Metzinger – Provost and VP, Academic Affairs Danielle Dion – VP Keleher Learning Center and Student Affairs Nancy Bramlett – VP, Finance and Admin Services John Schultz – VP, Admission and Marketing Matt Astleford – VP, Advancement Gwen Landever – Academic Dean |
| | Organizational chart for the institution | Self-Study | X | | CCNE SS – App II-D.1 pg. 117 |
| | Current contact information | Self-Study | X | | CCNE SS form 4100 S. 4 th St, Leavenworth, KS 66048 p. 913-758-6108 f. 913-758-4356 |
| | An audited fiscal report covering the previous two years, including a statement of income and expenditures | On Site | X | | Resource Room – Table II-A.1 DON Annual Budget 2016-2019 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------|-----|---------|---|
| | | Self-Study | X | | Reference in App I-F.1 pg. 112 https://www.stmary.edu/d/Academic%20Catalog/2019-2020_USM_Academic_Catalog.pdf |
| Description of nursing program | Copy of school's current catalog | | | | |
| | Organizational chart for nursing program | Self-Study | X | | SS – Independent document |
| | Number of faculty | Self-Study | X | | CCNE SS Table II-E.1, pg 39 and App II C.1-A – pg. 113-116 Faculty table shows 14 FT and 1 PT faculty for BSN and MSN programs (MSN has 2 dedicated faculty) |
| | Number of non-teaching staff | Self-Study | X | | 3 staff mbrs dedicated to the Division of Nursing: Program Coordinator/Nursing Advisor, Clinical Coordinator, Division Admin Asst. |
| | Number of students admitted per year | Self-Study | X | | CCNE SS pg.5 – BSN trad and accl. Can admit up to 74 students annually – current enrollment is 109 |
| Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103 | | | | | |
| Nursing Program Administrator | Name and credentials | Self-Study | X | | CCNE SS, II-D, pg. 35-36 Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN |
| | Qualifications | Self-Study | X | | CCNE SS, II-D, pg. 35-36 CV available in Resource Room |
| | Responsibilities | Self-Study | X | | CCNE SS, II-D, pg. 35-36 Job description in Division By-Laws, pg. V (CNO-DON), XII (FNP Program Director) |
| Faculty selection and input into program | Faculty organizational by-laws | Self-Study | X | | Nursing Division, Faculty Association By-Laws Handbook |
| | Faculty job description | Self-Study | X | | By-Laws HB pg. 37 |
| | Faculty selection process | Self-Study | X | | Faculty HB, pg. 66 |
| | Faculty orientation plan | Self-Study | | | University employee & Faculty HB, pg. 93 |
| | Faculty handbook | On-site | X | | Not specific to nursing |
| | General faculty meeting minutes for last 3 years | On-site | X | | Resource Room Faculty minutes were available for various committees and general faculty but they were sporadic and |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|------------|-----|---------|--|
| | | | | | not always clear on next steps and final decisions or recommendations based on outcomes and data reviewed. |
| Faculty qualifications (Enclose a table that displays the following information): | Name of faculty | Self-Study | X | | Faculty table in CCNE SS – App II-C.1-A, pg. 113-116 |
| | FT or PT(use FTE) | Self-Study | X | | |
| | Academic Credentials | Self-Study | X | | |
| | Institution granting degree | Self-Study | X | | |
| | Area of clinical expertise | Self-Study | X | | |
| | Area(s) of assignment | Self-Study | X | | |
| | Licensure | Self-Study | X | | |
| | Indicate degree plan and progress towards degree if applicable | Self-Study | X | | |
| | List all faculty hire exceptions including course hired to teach | Self-Study | X | | |
| | Faculty file review | On-site | X | | Faculty orientation – contracts are not signed until U-wide orientation is complete. Nursing dept. has a checklist in file which is completed by the Admin for the dept. as things are completed. |
| Preceptor qualifications and information (for current semester) | Preceptor criteria & selection | Self-Study | X | | CCNE SS App II-F pg. 41-43 Division of Nursing By-Laws, pg. 17-19 |
| | Preceptor job description | Self-Study | X | | CCNE SS App II-F pg. 41-43 Division of Nursing By-Laws, pg. 17-19 |
| | Identified roles of preceptors, faculty, and students | Self-Study | X | | CCNE SS App II-F pg. 41-43 Division of Nursing By-Laws, pg. 17-19 |
| | Preceptor orientation materials | Self-Study | X | | Clinical Orientation manual (program specific) |
| | Preceptor signatures showing date orientation completed | On-site | | X | School uses the MO-KAN Nursing Placement Center to place capstone students and preceptors are selected and assigned by hospitals that subscribe to the system. DON adheres to KSBN regulation. Not seeing how preceptors oriented to USM program G&O |
| | Name of preceptor and course with Prefix& number (NURS 1011) | Onsite | X | | Only used with NU 551 Senior Clinical Practicum – see above note on MOKAN Education 57 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|---|------------|-----|---|---|
| | Preceptor State of license & License number | Onsite | | X | Did not see how this was addressed if preceptor outside of MOKAN system? |
| | Methods of contact between faculty & preceptor | Self-Study | X | | CCNE SS App II-F pg. 41-43 Division of Nursing By-Laws, pg. 17-19 Clinical Orientation Manual |
| Students 60-2-102 & 60-2-107 | | | | | |
| Student policies: Provide written evidence of the following | Admission of generic, transfer, and articulation students | Self-Study | X | | CCNE SS, App I-F.1 pg. 112 Academic catalog pg. 8-12, 128-129, 131-135, 284-285 |
| | Degree plan for each degree being granted | Self-Study | X | | CCNE SS, App III-A.1 pg. 118-121 |
| | Oral and written English proficiency | Self-Study | X | | Academic catalog pg. 8-10 |
| | Readmission | Self-Study | X | | CCNE SS, App I-F.1 pg. 112 Academic catalog pg. 8-12, 128-129, 131-135, 284-285 |
| | Progression | Self-Study | X | | CCNE SS, App I-F.1 pg. 112 Academic catalog pg. 128-129 |
| | Counseling & guidance | Self-Study | X | | CCNE SS pg. 34 Website: https://www.stmary.edu/campus-counseling-services Can request an appt. online |
| | Student role versus employee role | Self-Study | X | | BSN Student HB pg. 55 |
| | Representation on faculty governance | Self-Study | X | | BSN Student HB pg. 55 Reps elected – have voice and vote on SIC (Student Involvement Committee). Reps compile suggestions / concerns and report to faculty advisor. Report from SIC received at faculty meetings. Reps invited to attend portions of division meetings |
| | Graduation | Self-Study | X | | CCNE SS, App I-F.1 pg. 112 Academic catalog pg. 132 |
| | Refund policies governing all fees and tuition paid by students | Self-Study | X | | Academic catalog pg. 21 BSN HB pg. 16 |
| Ethical practices including recruitment, admission, and advertising | Self-Study | X | | Employee HB, pg. 3-4 Nursing Division By-Laws pg. 39 | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|-------------|-----|---------|--|
| | 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 | | Website – Admission criteria – link to info regarding possible licensure denial and to KSA 65-1120 Materials r/t licensure denial and KSA 65-1120 also provided in BSN Handbook pg. 60 |
| | Student Handbook | On-site USB | X | | |
| Student support services | Description of student safety measures | Self-Study | X | | CCNE SS II-C pg. 30-34 Student support services personnel also verbalized the many measures and education that is done for/with students. |
| | Description of student health services (available on-site or students have knowledge of available health services) | Self-Study | X | | No health clinic onsite but school does have a relationship with nearby facilities and clinics for referral. Counseling available onsite and for crisis intervention. |
| Student records | Review student files | On-site | X | | Following policy for academic concerns – faculty signs form but student does not |
| 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 | | Program uses a portfolio process with students. Portfolio completed with graduation. Reviewed files from last graduating class. Reviewed current student files with exams and concern forms if present. |
| Curriculum 60-2-102, 60-2-104, & 60-2-105 | | | | | |
| Curriculum Requirements: Copy of current curriculum with date of last revision. Include: | Required non-nursing courses | Self-Study | X | | CCNE SS – App I-A.1, pg. 118-122 |
| | Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable) | Self-Study | X | | CCNE SS pg. 47 – Standard III-A Also App III A – pg. 128 Resource Room – all course syllabi present – list of clinical facilities was available |
| | Credit hours for each non-nursing course | Self-Study | X | | CCNE SS – App I-A.1, pg. 118-122 |
| | 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 | | CCNE SS – App I-A.1, pg. 118-122 Trad and A-BSN – 64 credit hours, 772 clin/lab hours |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|---|------------|-----|---------|--|
| | Identify clinical hours for combined nursing didactic and clinical courses | Self-Study | X | | https://www.stmary.edu/d/Academic%20Catalog/2019-2020_USM_Academic_Catalog.pdf p.130, 133 Make sure these are delineated in BSN Handbook as well. Section 12.27,8 in the academic catalog is missing some of the clinical credits (pg. 130) |
| | 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 | Be clear in the syllabi about the delineation of precepted, clinical, observation and lab hours – some had this delineated but others did not |
| | 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 | | Only using preceptors for capstone |
| | Testing process with test analysis and the written test procedure | Self-Study | X | | There is a written policy – Nursing Division By-Laws pg. 26 – difficult to find the evidence of use in CAP |
| | Number of students per class | Self-Study | X | | CCNE SS pg. 38 |
| | Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites) | Self-Study | X | | Clinical calendars are in the LMS – able to see 1:10 or less ratios for the clinical portions |
| 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 | | CCNE SS, App 1-A.1, pg. 118-122 |
| | Art and science of nursing | Self-Study | X | | CCNE SS, App 1-A.1, pg. 118-122 |
| | Didactic content and clinical experiences to meet the objectives in curriculum table that follows | Self-Study | X | | Curriculum table |
| Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program: | Aspects of a safe, effective care environment, including management of care, safety, and infection control | Self-Study | X | | Curriculum table submitted with evidence of inclusion of how courses meet learning objectives |
| | Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease | Self-Study | X | | CCNE SS Appendix III-B.1, pg. 128 |
| | Psychosocial integrity, including coping, adaptation and psychosocial adaptation | Self-Study | X | | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|----------------------|--------|---------|---|
| | Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation | Self-Study | X | | |
| KSBN ADN Alignment | KSBN ADN alignment program outcomes included in curriculum, if applicable | Self-Study | na | | |
| Curriculum changes | List current changes not requiring board approval that have occurred since last annual report submitted | Self-Study | na | | |
| Educational Facilities 60-2-106 | | | | | |
| Description of facilities and tour | Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning. | Self-Study & On-Site | X | | CCNE SS II-B, pg. 27 All students have laptops, comfortable seating. Great interaction noted during classroom visit. |
| | Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students | Self-Study & On-Site | X | | CCNE SS II-B, pg. 27 |
| | Secure space for student records | Self-Study & On-Site | X | | CCNE SS II-B, pg. 27 In locked cabinets in nursing office or in locked cabinets in nursing advisor 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 | | Laptops offered free for use for any student that is not able to purchase one. |
| | Satellite program facilities | | n/a | | Satellite campus in OP does not host nursing |
| | Other points of interest | | Onsite | X | |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|----------------------|-----|---------|--|
| | | | | | static manikins. In the health assessment lab, there are seven exam tables with access to a health assessment panel that includes a sphygmomanometer, electronic thermometer, otoscope, and ophthalmoscope. |
| Library resources and tour | Library materials are of sufficient quality and quantity to meet student learning needs | Self-Study & On-Site | X | | Students have access to materials in Library mostly online. However, the library has quiet rooms for study. In addition, library has laptops to check out to students if student does not have a laptop or if their laptop is currently not functioning. |
| Clinical Resources 60-2-105 | | | | | |
| Written contractual agreements between the nursing education program and affiliating agencies | View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office | On-site | X | | |
| 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 | | Use of clinical resources is adequate. Tour of Providence Hospital with a typical census of 80-100; program also utilizes Children's Mercy, Truman, and other area hospitals. Primary hospital is Providence which offers MS, ICU, CICU, and ER on occasion for single student. VA is also utilized which offers adequate clinical experience. |
| | 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 | | The facilities utilized MOKAN with the exception of Providence. Providence determines if space is available. Currently only one other school is using Providence as a clinical site. |
| | Each affiliating agency used for clinical instruction shall be staffed independently of student assignments | Self-study & On-Site | X | | Staff is adequate at facilities. Language is in contracts that students are not counted in staffing for facilities. |
| | Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives | On-Site | X | | Providence Hospital |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|------------------------|-----|---------|--|
| Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104 | | | | | |
| Program NCLEX pass rates | NCLEX RN or PN Pass rates for the last 5 years (first time candidates) | Self-Study | X | | Pass rates consistently above 80%. CCNE SS pg. 79 (3 years) 2019 - 92.98% 2016 - 83.05% 2018 - 95.65% 2015 - 90.57% 2017 - 91.8% |
| Financial support for nursing program | Audited nursing program fiscal report for the previous two (2) years including income and expenditures | Self-Study | X | | CCNE SS pg 25 - DON annual budget 2016-19 Fiscal reports in Resource room - Financial support is available, and the program is supported. Additional grants and direct donations are common for the nursing program. |
| | Budget procedures | | X | | For DON, By-Laws pg.34 (policy) All faculty and admin are involved in the budget process. |
| Advisory Committee | Review Advisory Committee minutes | On-Site | | X | It was clear Advisory meetings have occurred per the discussion with CAB members, however, minutes were not presented for last 3 years. (did have some agendas) |
| Meet with the following members of the educational institution to determine adequate support for nursing program | Administration | On-Site | X | | |
| | General education and required support course faculty | On-Site | X | | |
| | Support services | On-Site | X | | |
| | Students | On-Site | X | | 32 traditional and accelerated BSN students - very engaging - loved faculty - wished communication "could be better" |
| Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes | Chief Nursing Officer | On-Site | X | | |
| | Staff RN's | On-Site | X | | |
| | Preceptors | On-Site | n/a | | Not in capstone yet |
| | Individuals conducting observational experiences | On-Site | n/a | | No observation experiences at the time of our visit |
| 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 | Well-developed CAP (Comprehensive Assessment Plan) with some data collected and trended but could not see evidence of the trended data through |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--------------------|--|------------------------|-----|---------|--|
| | | | | | minutes, advisory, etc. to the specific actions. Some areas have goals but no results to see. |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | | X | Assessment data being used in many areas. Need a process and to show how data is used (minutes for faculty and advisory) |

Interviews conducted during the site visit:

Administration:

Sr. Diane Steele, President / Chief Executive Officer
 Dr. Michelle Metzinger, Provost & VPAA for President
 Dr. Gwen Landever, Academic Dean
 John Shultz, VP for Marketing and Admissions
 Nancy Bramlett, VP for Finance
 Danielle Dion, VP for Keleher Learning Commons & Student ??
 Stephanie Walker, Director of Human Resources
 Kevin Gant, Director of Information Services

Nursing Administration:

Dr. Michelle Birdashaw, Division Chair – FNP Program Director
 Dr. Tonya Stagner – Director of Distance-Learning Nursing Programs (MSN online and RN-BSN online)
 MaryAnne Winn – BSN Program Director

Support Personnel:

Christina (Dr. Tina) Dunn Carpenter, Counseling Services
 Debra Brown, MSW, M.Div., D.MIN – Academic Readiness & ADA Services
 Maureen Schuchardt – Registrar
 Rachel Sherley – Associate Registrar
 Heidi Reid – Director, Financial Aid
 Lisa Cohe – Admissions Officer
 John Schultz, VP Admission, Marketing
 Danielle Dion, Library services
 Ashley Creek - Library
 Kat Aldrich – Nursing Advisor
 Brenda Driver – Nursing Admin
 Nancy Hernandez – Clinical Coordinator, Nursing Division

Nursing Faculty: 8 FT, 1PT

Kirsten McGuire, MSN, APRN, FNP-C – Graduate Faculty
Liana Roberts, MSN, APRN, FNP-C – Graduate Faculty
Kirsten Workman, MSN, RN - Instructor
Barbara Cook, MSN, RN – Instructor
Kat Humphrey, MSN, RN – Assistant Professor
Melanie Stroda, MSN, APRN, FNP-C – Associate Professor
Karen Kidder, DNP, RN, CNE – PT Assistant Professor
Kelly Siler, MSN, RN – Instructor
Tina Howard, MSN, RN – Associate Professor
Alice Howard, MSN, RN - Instructor

Community Advisory Board (CAB):

Kelly Gondreau – VA, Kansas City
Jane Zaccardi – Nursing Program Director, Highland Community College
Tiffany Day – Clinical Placement Coordinator, Providence Medical Center / Saint John Hospital

Students:

32 BSN (ABSN & Trad BSN) students
1 FNP student (most were in class or practicum)

Strengths:

1. Strong administrative support and leadership of Sister Diane Steele
2. Strong, collaborative, dedicated faculty in Division of Nursing – DON had a Sullivan Award winner last year (voted on by peers)
3. Faculty well-integrated into the University-wide community and are active participants in the community
4. Teaching Triangles – mentoring program for faculty (interdisciplinary)
5. Keleher Learning Center – strong resources with Tutor.com for nursing; very knowledgeable staff
6. Exam Soft for testing and exam analysis
7. Counseling availability to students (free on campus)
8. Students feel supported and “cared for” from faculty and staff – came here for smaller size and personal touch – faculty are personable, available and helpful
9. Community Advisory Board – spoke well of USM – like their students as they are “well-prepared” and have good “developing critical thinking skills when they come to clinical
10. Facilities and space for program is adequate

Opportunities for Improvement:

1. Comprehensive Assessment Plan –not consistent in the documentation. Disconnect between CAP and faculty minutes - strengthen the analysis and be clear in documenting next steps that tie to the analysis
2. Faculty minutes should reflect discussion, actions and responsible follow up person – not currently consistent
3. Advisory (CAB) minutes – connect CAB outcomes and analysis for the program – make a clear connection between obtaining and using feedback and ideas
4. Test plan policy & analysis – Faculty able to talk about how the policy works and Exam Soft does provide a significant amount of analysis but need to show how using within the program.
5. Develop a Faculty Handbook for Division of Nursing – address the nursing faculty roles, expectations (orientation plan for DON, syllabi development, test analysis process and what to do with results, etc)

Recommendations:

1. Need a faculty orientation plan for the Division of Nursing (part of DON Faculty Handbook being developed) – submit plan to KSBN Education Compliance Officer (ECO) by 9/30/2020.
2. Need a process for Advisory and Nursing Division minutes that makes them clear and accessible and that discussion ties to the CAP. Submit plan for this process to KSBN Education Compliance Officer (ECO) by 9/30/2020.
3. Recommend reapproval of program for time period of national accreditation.

**Documentation for Re-Approval of
Advanced Nursing Programs in Kansas
60-17-103 through 60-17-108**

Program: University of Saint Mary – MSN-FNP Program **Date(s):** January 29-31, 2020

Last KSBN Visit: Nov. 2-3, 2017 **Accrediting Agency & Date of Last Visit:** CCNE- Initial Visit, FNP program Jan. 2020

Visitors: Christina Rudacille, MSN, RN - KSBN Education Committee Member; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|--|------------|---------|---|
| Home Institution & Nursing Program 60-17-103 | | | | | |
| Description of legal body responsible for establishing program policies and for support of the program | Address of the institution | Self-Study | X | | 4100 S. 4 th St, Leavenworth, KS 66048 |
| | Names of primary administrative officials | Self-Study | X | | Sr. Diane Steel – University President Dr. Michelle Metzinger – Provost and VP, Academic Affairs Danielle Dion – VP Keleher Learning Center and Student Affairs Nancy Bramlett – VP, Finance and Admin Services John Schultz – VP, Admission and Marketing Matt Astleford – VP, Advancement Gwen Landever – Academic Dean |
| | | Organizational chart for the institution | Self-Study | X | |
| | Current contact information | Self-Study | X | | CCNE SS form 4100 S. 4 th St, Leavenworth, KS 66048 p. 913-758-6108 f. 913-758-4356 |
| | An audited fiscal report covering the previous two years, including a statement of income and expenditures | On Site | X | | Resource Room – Table II-A.1 DON Annual Budget 2016-2019 No issues |

-67-

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|----------------------|-----|---------|---|
| | | Self-Study Onsite | X | | Reference in App I-F.1 pg. 112 https://www.stmary.edu/d/Academic%20Catalog/2019-2020_USM_Academic_Catalog.pdf |
| Description of nursing program | Copy of school's current catalog | | | | |
| | Organizational chart for nursing program | Self-Study | X | | SS – Independent document |
| | Number of faculty | Self-Study | X | | CCNE SS Table II-E.1, pg 39 and App II C.1-A – pg. 113-116 Faculty table shows 14 FT and 1 PT faculty for BSN and MSN programs (MSN has 2 dedicated faculty) |
| | Number of non-teaching staff | Self-Study | X | | 3 staff mbrs dedicated to the Division of Nursing: Program Coordinator/Nursing Advisor, Clinical Coordinator, Division Admin Asst. |
| | Number of students | Self-Study | X | | 2019-2020 – have 26 MSN-FNP students CCNE SS pg.5, 39 |
| Nursing Program Administrator, Faculty & Preceptors 60-17-103 & 60-17-104 | | | | | |
| Nursing Program Administrator | Name and credentials | Self-Study | X | | CCNE SS, II-D, pg. 35-36 Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN |
| | Qualifications | Self-Study | X | | CCNE SS, II-D, pg. 35-36 CV available in Resource Room |
| | Responsibilities | Self-Study | X | | CCNE SS, II-D, pg. 35-36 Job description in Division By-Laws, pg. V (CNO-DON), XII (FNP Program Director) |
| Faculty selection and input into program (<i>each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree.</i>) | Faculty organizational by-laws | Self-Study | X | | Nursing Division, Faculty Association By-Laws Handbook |
| | Faculty responsibilities | Self-Study | X | | By-Laws HB pg. 37 |
| | Faculty selection process | Self-Study | X | | Faculty HB, pg. 66 |
| | Faculty orientation plan | Self-Study | | X | University employee & Faculty HB, pg. 93 No orientation plan for nursing dept. faculty role / clinical role |
| | Faculty handbook | On-site USB | X | | University -wide faculty HB - Not specific to nursing (this is in development. |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|--------------------|-----|---------|--|
| | General faculty meeting minutes for last 3 years | On-site | X | | Resource Room |
| Faculty qualifications Enclose a table that displays the following information: <i>(each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree. Non nursing faculty shall have graduate degrees in the area of expertise)</i> | Name of faculty | Self-Study | X | | Faculty table in CCNE SS – App II-C.1-A, pg. 113-116 |
| | FT or PT(use FTE) | Self-Study | X | | |
| | Academic Credentials | Self-Study | X | | |
| | Institution granting degree | Self-Study | X | | |
| | Area of clinical expertise | Self-Study | X | | |
| | Area(s) of assignment | Self-Study | X | | |
| | Licensure | Self-Study | X | | |
| | Indicate degree plan and progress towards degree if applicable | Self-Study | X | | |
| | Faculty file review | On-site | X | | Faculty orientation – contracts are not signed until U-wide orientation is complete. Nursing dept. has a checklist in file which is completed by the Admin for the dept. as things are completed. |
| Preceptor qualifications and information (for current semester) <i>(Each preceptor or adjunct faculty shall be licensed as an APRN or be licensed as a physician in the state in which the individual is currently practicing)</i> | Preceptor criteria & selection | Self-Study | | X | Clinical Practicum Experience HB does indicate that an NP or MD is required for preceptor in this program. CCNE SS App II-C pg. 170-172 Division of Nursing By-Laws, pg. 20 The By-Laws (pg. 20) are not specific to the MSN-FNP role. This criterion should be clarified in the By-Laws and the CPE Handbook for the APRN role. |
| | Preceptor responsibilities | Self-Study | X | | CCNE SS App II-C pg. 170-172 Division of Nursing By-Laws, pg. 20-21 |
| | Identified roles of preceptors, faculty, and students | Self-Study | X | | CCNE SS App II-C pg. 170-174 Division of Nursing By-Laws, pg. 20-22 |
| | Preceptor orientation materials <i>(includes information about pedagogical aspects of the student-preceptor relationship)</i> | Resource Room | X | | MSN-FNP and Post Masters Certification Program Clinical Practicum Experience Handbook |
| | Preceptor signatures showing date orientation completed | Self-Study/On-site | | X | Need a way to show orientation materials received, reviewed and understood. |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|-----------------------------|-----|---------|---|
| | Name of preceptor and course with Prefix & number | Self-Study | X | | Program uses Typhon for documentation |
| | Preceptor State of license & License number | Self-Study | X | | In Typhon |
| | Methods of contact between faculty & preceptor | Self-Study | X | | MSN-FNP and Post Masters Certification Program Clinical Practicum Experience Handbook |
| Students 60-17-103 & 60-17-108 | | | | | |
| Student policies: Provide written evidence of the following | Admission of generic, transfer, and articulation students (<i>requirement that each student must have a current license to practice as a registered professional nursing in the US or any of its territories</i>) | Self-Study USB Online | X | | Academic catalog, pg. 329-331 MSN-FNP Student HB pg.13-14 |
| | Oral and written English proficiency | Self-Study | X | | Academic catalog pg. 8-10 |
| | Readmission | Self-Study | X | | Academic catalog pg. 329 MSN-FNP Student HB pg. 18 |
| | Progression criteria | Self-Study | X | | Academic catalog pg. 329 |
| | Counseling & guidance | Self-Study | X | | CCNE SS pg.34 Website: https://www.stmary.edu/campus-counseling-services Can request an appt. online |
| | Student role versus employee role | Self-Study | X | | MSN-FNP Student HB pg. 37 |
| | Representation on faculty governance | Self-Study | | | |
| | Graduation | Self-Study | X | | Academic catalog pg. 329 |
| | Refund policies governing all fees and tuition paid by students | Self-Study | X | | Academic catalog pg. 21 |
| | Ethical practices including recruitment, admission, and advertising | Self-Study | X | | Employee HB pg. 3-4 Nursing Division By-Laws pg. 39 |
| | 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 | | Website – Admission criteria – link to info regarding possible licensure denial and to KSA 65-1120 Materials r/t licensure denial and KSA 65-1120 also provided in MSN-FNP SHB pg. 55-56 (on website and in print) |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|--|----------------------|----------|---------|--|
| | Student Handbook | On-site USB | X | | Draft MSN-FNP Student HB |
| Student records | Review student files | On-site | X | | Following policy for academic concerns – faculty signs form but student does not? |
| 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 | n/a | | FNP program uses portfolio process for students – everything in file at graduation. No graduates yet. Did review exams online. First class just starting precepted experiences. |
| Curriculum 60-17-105 | | | | | |
| Curriculum Requirements: Copy of current curriculum with date of last revision. Include: | Required non-nursing courses | Self-Study | X n/a | | Academic catalog MSN-FNP HB pg. 16 – all required courses are nursing related |
| | Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable) | Self-Study Onsite | X | | Academic catalog pg. 329-331 degree plan AC – pg.377-384 course descriptions, credit hours MSN-FNP HB pg. 16 – degree plan w/ credit hours |
| | Credit hours for each non-nursing course | Self-Study | n/a | | |
| | Identify clinical hours for combined nursing didactic and clinical courses | Self-Study | X | | CCNE SS Appendix pg. 161 Academic catalog pg. 377-384 |
| | Consist of at least 45 semester credit hours or the academic equivalent | Self-Study | X | | MSN-FNP program is 50 credit hours |
| | Clinical component shall consist of at least 500 hours of clinical learning in each clinical track, or the program shall provide documentation of the overlap if any clinical track consists of less than 500 clinical hours | Self-Study | X | | MSN-FNP program has 540 direct clinical hours – this excludes addl hours for Health Assessment, Standardized Patient experiences and virtual pt. experiences CCNE SS, pg. 161 |
| Curriculum includes the following: | Role alignment related to the distinction between practice as a registered professional nurse and the advanced role of an advanced practice registered nurse as specified in K.A.R. 60-11-101 | Self-Study | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 142-143 NU 701 Foundations of Adv Nrsg Practice NU 749 Capstone Synthesis |
| | Theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction | Self-Study | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 142-143 NU 701 Foundations of Adv Nrsg Practice |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|--|---|------------|-----|---------|--|
| | The health care delivery system | Self-Study | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 142-143 NU 701 Foundations of Adv Nrsg Practice and NU 705 Health Care Policy and Ethics |
| | The ethical and legal implications of advanced nursing practice | | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 142-143 NU 701 Foundations of Adv Nrsg Practice and NU 705 Health Care Policy and Ethics NUFP 712 Quality & Safety |
| | Three college hours in advanced pharmacology or the equivalent | Self-Study | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 145 NUFP 772 Pharmacotherapeutics for the APRN |
| | Three college hours in advanced pathophysiology or its equivalent | Self-Study | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 144 NUFP 770 Adv. Pathophysiology |
| | Three college hours in advanced health assessment or its equivalent | Self-Study | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 145 NUFP 771 Adv Health Assessment and Diagnostic Reasoning |
| Clinical instruction in the area of specialization, which includes the following: | Performance of or ordering diagnostic procedures | | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 145 NUFP 771 Adv Health Assessment and Diagnostic Reasoning |
| | Evaluation of diagnostic and assessment findings | | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 145 NUFP 771 Adv Health Assessment and Diagnostic Reasoning |
| | Prescription of medication and other treatment modalities for client conditions | | X | | CCNE SS Appendix III-C.2 Curriculum Congruency w/ Prof Nrsg Standards – pg. 145 NUFP 780 , 782, 784, 786 – Primary Care I, II, III and Clinical Capstone/Practicum |
| The faculty in each advanced nursing education program shall fulfill these requirements: | Identify the competencies of the graduate for each role of advanced nursing practice for which the program provides instruction | | X | | CCNE SS, App III-C.2 pg. 144-146 |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|---|----------------------|-----|---------|---|
| | Determine the approach and content for learning experiences | | X | | |
| | Direct clinical instruction as an integral part of the program | | X | | |
| | Provide for learning experiences of the depth and scope needed to fulfill the objectives or outcomes of advanced nursing courses | | X | | CCNE SS, App III-C.2, pg. 144-46 |
| Educational Facilities 60-17-107 | | | | | |
| Description of facilities and tour | Classrooms, laboratories and conference rooms adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used | Self-Study & On-Site | X | | CCNE SS, pg. 27-28 |
| | A physical facility that is safe and conducive to learning | Self-Study & On-Site | X | | CCNE SS, pg. 27-28 |
| | Secure space for nursing student records | Self-Study & On-Site | X | | CCNE SS, pg. 27-28 |
| | Student support services for distance learning if distance learning is provided | Self-Study & On-Site | n/a | | CCNE SS, pg. 30-32 MSN-FNP is an on-ground program – there are 3 courses that could potentially have been done online prior to admit to FNP if they took courses through a different MSN track – these courses are supported |
| | Satellite program facilities | | n/a | | |
| Library resources and tour | Library holdings, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to distance learning students | Self-Study & On-Site | X | | CCNE SS, II-C, pg.30, 32 Library has large e-resources – great support from library /learning center staff |
| Clinical Resources 60-17-106 | | | | | |
| Clinical resources | View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office | On-site | X | | First class is just starting practicums. 14/15 students have preceptors and contracts with facility. One is in process as first preceptor opted out at the last minute. |

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|----------------------------|--|----------------------|-----|---------|--|
| | Clinical learning experiences and sites are selected to provide learning opportunities necessary to achieve the advanced nursing education program objectives or outcomes | Self-Study & On-site | X | | CCNE SS, App III-C.3, NTF criteria IV.B.1, pg. 167-169 |
| | Faculty shall facilitate and evaluate student learning experiences in the clinical area | Self-Study & On-Site | X | | CCNE SS, App III-C.3, NTF criteria IV.B.1, pg. 167-170 |
| Clinical Resources, cont'd | Preceptors shall be responsible for assessing performance in the clinical setting | Self-study & On-Site | X | | CCNE SS, App III-C.3, NTF criteria IV.B.1, pg. 172-73 Clinical Practice Experience HB |
| | The advanced nursing education program shall provide verification that each agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the program objectives or outcomes | Self-study & On-site | X | | CCNE SS, App III-C |
| | The advanced nursing education program contracts with an adequate number of appropriate affiliating agencies so there will be appropriate clinical experiences to meet curriculum objectives or outcomes | | X | | Clinical contract documentation - Typhon |
| | The faculty provides the affiliating agency staff with the organizing curriculum framework and either the objectives or outcomes for the clinical learning experiences | | X | | MSN-FNP HB Clinical Practicum Experience HB |
| | A sufficient number and variety of patients representing appropriate age groups shall be available to provide learning experiences to meet curriculum objectives or outcomes | Self-Study Onsite | X | | CCNE SS, App III-C, pg. 171 |
| | If more than one advanced nursing education program uses the same affiliating agency, each advanced nursing education program shall document the availability of appropriate learning experiences for all of its students. | | X | | Review of clinical affiliation agreements CCNE SS, App III-C |
| | Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives | On-Site | X | | St John's Hospital - |

Education 74

| Topic & Regulation | Supporting Information | Location | Met | Not Met | Comments |
|---|--|---------------------|-----|---------|---|
| Administrative Policies & Procedures 60-17-103 & 60-17-105 | | | | | |
| Financial support for nursing program | Audited nursing program fiscal report for the previous two (2) years including income and expenditures | Self-Study Onsite | X | | CCNE ss pg. 25, Table II-A.1 shows DON annual budget 2016-2019. Audit reports in Resource Room |
| | Budget procedures | | X | | CCNE ss pg. 25-26 |
| Meet with the following members of the educational institution to determine adequate support for nursing program | Administration | On-Site | X | | |
| | Support services | On-Site | X | | |
| | Students | On-Site | X | | 1 FNP student available – very informative – really likes program and faculty |
| Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes | Chief Nursing Officer | On-Site | X | | |
| | Staff RN's | On-Site | X | | |
| | Preceptors | On-Site | X | | St John Hospital – FNP for SJH working with FNP student |
| 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 | | CCNE SS, App III-C.3, NTF criteria, App VI.B – pg. 181-183 Comprehensive Assessment Plan (CAP) – CCNE SS pg. 192 – 264. CAP reviewed every 3 years or as needed. 1 st year eval of the MSN-FNP program was done through this self-eval process. |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | X | | Program just beginning. Have plan and measures in place for evaluation. |

Interviews conducted during the site visit:

Administration:

Sr. Diane Steele, President / Chief Executive Officer
 Dr. Michelle Metzinger, Provost & VPAA for President
 Dr. Gwen Landever, Academic Dean
 John Shultz, VP for Marketing and Admissions
 Nancy Bramlett, VP for Finance
 Danielle Dion, VP for Keleher Learning Commons & Student ??
 Stephanie Walker, Director of Human Resources
 Kevin [redacted] nt, Director of Information Services

Nursing Administration:

Dr. Michelle Birdashaw, Division Chair – FNP Program Director
Dr. Tonya Stagner – Director of Distance-Learning Nursing Programs (MSN online and RN-BSN online)
MaryAnne Winn – BSN Program Director

Support Personnel:

Christina (Dr. Tina) Dunn Carpenter, Counseling Services
Debra Brown, MSW, M.Div., D.MIN – Academic Readiness & ADA Services
Maureen Schuchardt – Registrar
Rachel Sherley – Associate Registrar
Heidi Reid – Director, Financial Aid
Lisa Cohe – Admissions Officer
John Schultz, VP Admission, Marketing
Danielle Dion, Library services
Ashley Creek - Library
Kat Aldrich – Nursing Advisor
Brenda Driver – Nursing Admin
Nancy Hernandez – Clinical Coordinator, Nursing Division

Nursing Faculty: 8 FT, 1PT

Kirsten McGuire, MSN, APRN, FNP-C – Graduate Faculty
Liana Roberts, MSN, APRN, FNP-C – Graduate Faculty
Kirsten Workman, MSN, RN - Instructor
Barbara Cook, MSN, RN – Instructor
Kat Humphrey, MSN, RN – Assistant Professor
Melanie Stroda, MSN, APRN, FNP-C – Associate Professor
Karen Kidder, DNP, RN, CNE – PT Assistant Professor
Kelly Siler, MSN, RN – Instructor
Tina Howard, MSN, RN – Associate Professor
Alice Howard, MSN, RN - Instructor

Community Advisory Board (CAB):

Kelly Gondreau – VA, Kansas City
Jane Zaccardi – Nursing Program Director, Highland Community College
Tiffany Day – Clinical Placement Coordinator, Providence Medical Center / Saint John Hospital

Students:

1 FNP student (most were in class or practicum)

Strengths:

1. Strong administrative support and leadership of Sister Diane Steele
2. Strong, collaborative, dedicated faculty in Division of Nursing – DON had a Sullivan Award winner last year (voted on by peers)
3. Faculty well-integrated into the University-wide community and are active participants in the community
4. Teaching Triangles – mentoring program for faculty (interdisciplinary)
5. Keleher Learning Center – strong resources with Tutor.com for nursing; very knowledgeable staff
6. Exam Soft for testing and exam analysis
7. Counseling availability to students (free on campus)
8. Students feel supported and “cared for” from faculty and staff – came here for smaller size and personal touch – faculty are personable, available and helpful
9. Community Advisory Board – spoke well of USM – like their students as they are “well-prepared” and have good “developing critical thinking skills when they come to clinical
10. Facilities and space for program is adequate
11. VA is supportive of the FNP program and are working on residency models for FNPs in KC

Opportunities for Improvement:

1. Nursing faculty handbook specific to the Division of Nursing would be helpful and needed for FNP specific items such as orientation to DON, preceptor signatures is added, ex: Nursing faculty handbook, MSN preceptor policy & orientation.
2. Comprehensive Assessment Plan –not consistent in the documentation. FNP program still new but work on strengthening the analysis and documenting the next steps that tie to the analysis
3. Faculty minutes should reflect discussion, actions and responsible follow up person – not currently consistent

Recommendations:

1. Need a faculty orientation plan for the Division of Nursing (part of DON Faculty Handbook being developed) – submit plan to KSBN Education Compliance Officer (ECO) by 9/30/2020.
2. The By-Laws and the Clinical Practicum Experience Handbook are not specific enough on the criteria for a preceptor for the MSN-FNP student. KAR 60-17-104 (d) (4) says that a preceptor “shall be licensed as an advanced practice registered nurse or shall be licensed as a physician in the state in which the individual is currently practicing.” The language in the By-Laws and the CPE Handbook should be updated to reflect the regulation. Submit changes to By-Laws and the Handbook to the KSBN Education Compliance Officer by 9/30/2020.
3. Preceptor signatures for orientation completion – need a process for this to happen – submit plan for obtaining appropriate signatures prior to practicum starts to KSBN ECO by 9/30/2020
4. Recommend approval of program for time period of national accreditation.

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

#35

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

Date: April 15, 2020

Name of Program: Practical Nursing Program

Program Administrator including credentials: Sandy Pangburn MSN, RN

Parent Institution: Hutchinson Community College

Address of Institution: 1300 N. Plum

Hutchinson, KS 67501

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

Briefly describe the Change being requested: Approval of IV therapy content included in KSPN Core Curriculum
Course PN106 KSPN Nursing Care of Adults I

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

April 15, 2020

Janelle Martin MHSA, RN
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street
10th Floor, Suite 1051
Topeka, KS 66612-1230

#35



**HUTCHINSON
COMMUNITY COLLEGE**

MCPHERSON OUTREACH CENTER
2208 PLAZA EAST PLACE
MCPHERSON, KS 67460-4010
1-888 GOHUTCH • WWW.HUTCHCC.EDU

Dear Janelle,

The Hutchinson Community College Practical Nursing Program would like to submit a major curriculum request related to IV therapy for the June Board meeting.

In accordance with KAR 60-16-104(b) and the KSPN Core Curriculum we would ask for approval to add the following course outcome and competencies to the already approved PN106 KSPN Nursing Care of Adults I course:

Describe the role of the licensed practical nurse in providing and regulating intravenous solutions and medications.

- a. Define intravenous fluid therapy (see definition in KAR 60-16-101).
- b. Outline the scope of practice of PNs (see description in KAR 60-16-102).
- c. Identify the different types of vascular access delivery devices.
- d. Discuss age-related considerations of IV therapy.
- e. Review the legal implications for intravenous fluid therapy.
- f. Review the anatomy and physiology of common sites used for intravenous fluid therapy.
- g. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
- h. Identify infusion equipment used in intravenous fluid therapy.
- i. Review client care necessary to maintain patency of established intravenous lines.
- j. Review various types of infusion therapies and selection criteria for their use.
- k. Contrast the various types of parenteral solutions and indications for each.
- l. Describe infection control and safety measures to be taken to prevent infection and infiltration.
- m. Describe site care and maintenance of various type of intravenous therapies.



**HUTCHINSON
COMMUNITY COLLEGE**

MCPHERSON OUTREACH CENTER
2208 PLAZA EAST PLACE
MCPHERSON, KS 67460-4010
1-888 GOHUTCH • WWW.HUTCHCC.EDU

- n. Describe the process for determining vascular access device selection and placement.
- o. Discuss the indications for insertion of peripheral short catheters.
- p. Discuss administration, maintenance, and monitoring of peripheral intravenous fluid therapy.
- q. Identify nursing interventions for infusion related complications.
- r. Differentiate between central and peripheral vascular devices and their care.
- s. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
- t. Articulate documentation needed in relation to intravenous fluid therapy.
- u. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.

If any further information is required for approval of this request, please let me know.

Sincerely,

Sandra Pangburn MSN, RN

Sandy Pangburn MSN, RN
Practical Nursing Program Coordinator
Hutchinson Community College

Attachments:

1 Major Curriculum Change Request

27-04-2020
LW 04/20
#38
KSBN

**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 29, 2020

Name of Program: KCKCC Practical Nursing Program

Program Administrator including credentials: Susan Andersen, MS, RN, CNE Director of Nursing Education

Parent Institution: Kansas City Kansas Community College

Address of Institution: 7250 State Ave

Kansas City, KS 66112

Level of the Program for which the change is being requested: Practical Nursing-Semester 2- KSPN 0107

Briefly describe the Change being requested: Faculty would like to incorporate Core IV Therapy curriculum into current core curriculum beginning Fall 2020.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

- (1) Any change in the plan of nursing curriculum organization involving:
- Philosophy
 - Number of semesters of study
 - Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Kansas City Kansas Community College
Practical Nursing Program
Major Change Request
Addition of IV Therapy to Core Curriculum

Faculty at KCKCC would like to make a Major Change Request to incorporate the Core Curriculum for IV Therapy into our Practical Nursing Core Curriculum we currently provide. We would like to incorporate this material into our Fall 2020 Curriculum. This material would become part of our KSPN 0107 course, Adult Health 1. This decision has full faculty and administrative support. Our instructor, Ms Deb Taylor, is experienced in teaching this material as she has taught an PN IV Certification Course in Kansas prior to coming to KCKCC. We have all needed resources for this course. We have newly purchased IV arms along with smart pumps along with all needed IV tubings, demo fluids, and demo medications. Students will complete needed clinical skills within a simulated laboratory environment. We have full financial and physical laboratory space support from our institution for implementing this change.

Ms Taylor will follow the core curriculum learning objectives for developing lesson plans and planning learning activities for this curriculum. Students will receive instruction and hands on practice in the laboratory setting for each objective within the prescribed curriculum. Students will be checked off by a faculty member on each IV skill required in order to determine if a passing grade for this component was achieved. In addition to hands on skill checkoffs, students will also need to pass written examination questions related to IV therapy to verify understanding of material and clinical judgement needed for providing these types of procedures and therapies.

If agreeable to the board, following successful completion of this material, each semester the Director of Nursing for KCKCC will electronically submit to KSBN via email the names of those students who have successfully completed this course including this IV component. If this is not the preferred manner of submission for the board, we are willing to submit in whatever the preferred manner will be.

Submitted is a copy of the Core Syllabus for KSPN 107. We currently teach all except the IV Therapy portion at the end.

Respectfully submitted,

Susan Andersen

Director of Nursing Education, KCKCC

10/10/2018
#309

**KS Council of PN Educators - PN
PN Program**

KSPN Nursing Care of Adults I Course Syllabus

Course Information:

Course Number and Title: KSPN 005 - KSPN Nursing Care of Adults I

Total Credit/Contact Hours: 4.00 – 5.00

Theory Credit/Contact Hours: 4.00 – 5.00

Course Description:

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

Course Objectives:

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

Alterations in Fluid and Electrolytes

Unit Objectives:

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



Copyright© 2010 Assessment Technologies Institute™, LLC

Alteration in Oxygenation

Unit Objectives:

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

Content Topics:

- a. Health alteration/ Obstructive disorders (COPD- emphysema, chronic bronchitis; asthma; pulmonary embolism)
- b. Health alteration/ Trauma related disorders (pneumothorax, hemothorax)
- c. Health alteration/ Infectious & inflammatory disorders (bronchitis, pneumonia, influenza, tuberculosis)
- d. Health alteration/ Abnormal cell proliferation disorders (laryngeal cancer, lung cancer)
- e. Pharmacology/ Methylxanthines
- f. Pharmacology/ Mast cell stabilizers
- g. Pharmacology/ Anticholinergics (inhaled)
- h. Pharmacology/ Leukotriene modifiers
- i. Pharmacology/ Beta 2-adrenergic agonists
- j. Pharmacology/ Antibiotics (penicillin, cephalosporins, tetracyclines, macrolides, flouroquinolones, monobactams)
- k. Pharmacology/ Bronchodilators
- l. Pharmacology/ Expectorants & mucolytics
- m. Pharmacology/ Antimycobacterials
- n. Pharmacology/ Adult immunizations
- o. Nutrition/ Diet for clients with nutritional deficit (high calorie, high protein diet with limitation of empty liquids)
- p. Nutrition/ Diets for clients with dyspnea (soft diet, small frequent meals)
- q. Nutrition/ Nutritional supplements (high calorie, low carbohydrate)

Alterations in Cardiac Output and Tissue Perfusion

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for adults who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.



6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the role of the nurse in providing quality care to adults who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion.

Content Topics:

- a. Health Alterations/Electrical conduction disorders (dysrhythmias and electronic pacing)
- b. Health Alterations/Infectious and inflammatory disorders (rheumatic/infective endocarditis, pericarditis, arteritis)
- c. Health Alterations/Structural abnormality (Venous stasis, emboli, aneurysms, peripheral vascular disease peripheral arterial disease; valvular heart disease)
- d. Health Alterations/Arterial pressure disorders (hypertension, shock (hemodynamic, hypovolemic, septic, hypovolemic, anaphylactic)
- e. Health Alterations/Ischemic disorders (angina, coronary artery disease, myocardial infarction)
- f. Health Alterations/Decreased cardiac output disorders (heart failure, pulmonary edema)
- g. Pharmacology/ Organic nitrates
- h. Pharmacology/ Beta and alpha-adrenergic blockers
- i. Pharmacology/ Centrally acting alpha agents
- j. Pharmacology/ Calcium channel blockers
- k. Pharmacology/ Atropine
- l. Pharmacology/ Antilipemics
- m. Pharmacology/ Renin-angiotensin-aldosterone system (RAAS) inhibitors (ACE inhibitors, ARBs, angiotensin II receptor blockers, aldosterone antagonists)
- n. Nutrition/ Dietary Approaches to Stop Hypertension (DASH) diet
- o. Nutrition/ Therapeutic Lifestyle Changes (TLC) diet
- p. Nutrition/ Diets rich in iron, Vitamin B12, and folic acid

Alterations in Regulation and Metabolism

Unit Objectives:

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

Content Topics:

- a. Health Alterations/Adrenal disorders (Addison's disease/Cushing's disease, DI/SIADH, pituitary disorders)



Copyright© 2010 Assessment Technologies Institute™, LLC

- b. Health Alterations/Endocrine/exocrine disorders (diabetes mellitus, thyroid & parathyroid disorders)
- c. Pharmacology/ Thyroid hormones
- d. Pharmacology/ Thyrotropin-releasing hormone
- e. Pharmacology/ Thyroid hormone synthesis inhibitor
- f. Pharmacology/ Radioactive and nonradioactive iodine
- g. Pharmacology/ Insulins
- h. Pharmacology/ Oral hypoglycemic
- i. Pharmacology/ Glucagon
- j. Pharmacology/ Antidiuretic hormone preparation
- k. Pharmacology/ Posterior pituitary hormones
- l. Pharmacology/ Anterior pituitary hormones/growth hormones
- m. Pharmacology/ Glucocorticoid and mineral corticoid hormones
- n. Nutrition/ Addison's diet (high calorie, high sodium, low potassium diet)

Alterations in Integument

Unit Objectives:

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

Content Topics:

- a. Health Alterations/Tissue injury disorders (pressure ulcers, burns)
- b. Health Alterations/Infectious and inflammatory disorders (cellulitis, herpes zoster)
- c. Health Alterations/Abnormal cell proliferation disorders (actinic keratosis, basal and squamous cell cancer, melanoma, dermatitis, psoriasis, skin infections/infestations)
- d. Pharmacology/ Sulfonamide
- e. Pharmacology/ Topical antibacterial (nitrofurazone)
- f. Pharmacology/ Topical chemotherapy
- g. Pharmacology/ Interferon
- h. Nutrition/ High calorie, high protein diet
- i. Nutrition/ Enteral nutrition
- j. Nutrition/ Nutritional supplements

Pre- and Postoperative Care

Unit Objectives:

1. Differentiate between the various phases of the surgical experience (pre, peri, and postoperative) and identify the role of the nurse in each of these phases.
2. List the responsibilities of the nurse when caring for a client in the immediate pre- and postoperative period.
3. Differentiate between general and regional anesthesia and conscious sedation.



4. Describe the impact drugs used during a surgical procedure can have on drugs given in the immediate postoperative period.
5. Compare and contrast medications commonly given for postoperative pain, nausea, and vomiting.
6. Discuss the legal and ethical issues related to ensuring informed consent.
7. Discuss potential post-surgical and immobility complications and the nurses' role in preventing them (thromboemboli, pneumonia, atelectasis, wound infection, wound dehiscence and evisceration).
8. Intervene to provide a safe environment for the surgical client.

Content Topics:

- a. Health alterations/ Post-surgical and immobility complications (thromboemboli, pneumonia, atelectasis, wound infection, wound dehiscence and evisceration)
- b. Pharmacology/ Postoperative pain: Opioid agonists
- c. Pharmacology/ Postoperative pain: Agonists-antagonists opioids
- d. Pharmacology/ Postoperative pain: Opioid antagonists
- e. Pharmacology/ Postoperative nausea and vomiting: Serotonin antagonists
- f. Pharmacology/ Postoperative nausea and vomiting: Dopamine antagonists
- g. Pharmacology/ Postoperative nausea and vomiting: Anticholinergics
- h. Pharmacology/ Postoperative nausea and vomiting: Antihistamines

Intermediate/advanced Nursing Skills

Unit Objectives:

1. Review principles related to the selected skills.
2. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:

- a. Theory/Lab/ Post-mortem care and tissue/organ donation (preparation of the body, tagging, shrouding, and documentation)
- b. Theory/Lab/ Glucose monitoring and screening tests (urine and blood glucose testing, and reporting, sliding scale, hemocult, dipsticks, and documentation).
- c. Theory/Lab/Integument Complications of immobility (complications of immobility precautions, thromboembolic hose, (Pressure ulcer risk assessment and documentation)
- d. Theory/Lab/ IV Maintenance (types of access devices, administration tubing, continuous, bolus and intermittent infusions, assessment for infiltration and phlebitis, determining and maintaining patency, and documentation).
- e. Theory/Lab/ Drug calculation (intermediate/advanced)
- f. Theory/Lab/ EKG (lead placement, reading normal strips, reading paced strips and documentation).
- g. Theory/Lab/ Oxygenation and airway (oxygen therapy, oxygen delivery systems, tracheostomy suctioning and care, spirometry, ventilator monitoring, chest tube monitoring and documentation).
- h. Theory/Lab/ Wound care (Sterile dressing changes, specialized wound dressings, suture and staple removal, emergency care of evisceration, wound vacuum, wound debridement and packing)
- i. Theory/Lab/ Joint replacement care (CPM machine, hip precautions and documentation)
- j. Theory/Lab/ Pre- and postoperative care (NPO status, postoperative diets, vital sign monitoring, safety measures for clients with altered LOC and documentation).

Intravenous Therapy

Unit Objectives:

1. Define intravenous fluid therapy (see definition in KAR 60-16-101)
2. Outline the scope of practice of PNs (see description in KAR 60-16-102)



Copyright© 2010 Assessment Technologies Institute™, LLC

3. Identify the different types of vascular access delivery devices.
4. Discuss age-related considerations.
5. Review the legal implications for intravenous fluid therapy.
6. Review the anatomy and physiology of common sites used for intravenous fluid therapy
7. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
8. Identify infusion equipment used in intravenous fluid therapy.
9. Review client care necessary to maintain patency of established intravenous lines.
10. Review various types of infusion therapies and selection criteria for their use.***
11. Contrast the various types of parenteral solutions and indications for each.
12. Describe infection control and safety measures to be taken to prevent infection and infiltration.
13. Describe site care and maintenance of various type of intravenous therapies.
14. Describe the process for determining vascular access device selection and placement.
15. Discuss the indications for the insertion of peripheral short catheters.
16. Differentiate between central and peripheral vascular devices and their care.
17. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
18. Articulate documentation needed in relation to intravenous fluid therapy
19. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.



COLBY

COMMUNITY COLLEGE

Challenge. Create. Connect.

7/10/2020

157 000 0

#40

KS...

May 2, 2020

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

Dear Janelle,

We are submitting a major curriculum change request to add the IV Therapy Portion into our curriculum for the 2020-2021 academic school year. We adopted the Core Curriculum and started it in Fall 2019.

We plan to use the unit objectives that were set forth in the Core Curriculum, along with establish lab activities, and clinical objectives.

If you have any questions, please feel free to contact me.

Sincerely,

Rikki Wait, MSN, RN
Colby Community College

10/02/20
#410

**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 2, 2020
Name of Program: Practical Nursing Program
Program Administrator including credentials: Rikki Wait, MSN, RN, Director of Nursing
Parent Institution: Colby Community College
Address of Institution: 1255 S Range
Colby, KS 67701
Level of the Program for which the change is being requested: Practical Nursing Program
Briefly describe the Change being requested: Adopt the IV Therapy Portion of the Core Curriculum for the 2020-2021 Academic School Year.

Action

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Education Specialist Date

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

- X** (1) Any change in the plan of nursing curriculum organization involving:
- Philosophy
 - Number of semesters of study
 - Delivery method of nursing courses

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

Provide:

- Written documentation that includes a comparison of old to new, this may be in the form of a table
 - Address any changes needed in resources and the adequacy of resources, if resources are involved in the change
- (2) Any change in content requiring a change of clock-hours or credit hours in nursing courses.

Provide:

- Rationale for the change
 - Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
 - A table that shows the differences between the old and new curriculum.
 - Include single page course descriptions. Do not submit entire course syllabus.
- (3) Any change in the number of students to be admitted to the nursing education program.

Provide:

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

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

Addition of the PN Core Curriculum IV Therapy Content

Intravenous Therapy

Unit Objectives:

1. Define intravenous fluid therapy (see definition in KAR 60-16-101)
2. Outline the scope of practice of PNs (see description in KAR 60-16-102)
3. Identify the different types of vascular access delivery devices.
4. Discuss age-related considerations.
5. Review the legal implications for intravenous fluid therapy.
6. Review the anatomy and physiology of common sites used for intravenous fluid therapy
7. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
8. Identify infusion equipment used in intravenous fluid therapy.
9. Review client care necessary to maintain patency of established intravenous lines.
10. Review various types of infusion therapies and selection criteria for their use.***
11. Contrast the various types of parenteral solutions and indications for each.
12. Describe infection control and safety measures to be taken to prevent infection and infiltration.
13. Describe site care and maintenance of various type of intravenous therapies.
14. Describe the process for determining vascular access device selection and placement.
15. Discuss the indications for the insertion of peripheral short catheters.
16. Differentiate between central and peripheral vascular devices and their care.
17. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
18. Articulate documentation needed in relation to intravenous fluid therapy
19. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.

RECEIVED

MAY 14 2020

#419

KSEBA EDUCATION

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

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

Date: May 12, 2020

Name of Program: GCCC PN Nursing Program

Program Administrator including credentials: Patricia Zeller MSN, APRN FNP

Parent Institution: Garden City Community College

Address of Institution: 801 Campus Drive
Garden City, Kansas 67846

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

Briefly describe the Change being requested: Implementation of Regulation changes for Practical Nursing course work to include IV Therapy, in alignment with LPN scope of practice and KBOR approved "PN Core Curriculum" (Fall 2020)

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

***** Added Program outcomes to include IV Therapy for PN Program.

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Garden City Community College

Major Curriculum Change---PN program / IV Therapy regulations

Fall 2020

OLD vs. NEW:

Changes and new resources:

- Changes include making sure we have supplies for lab practice and check-off, all of which have already been budgeted for and ordered for start of fall 2020 semester. Also including resources with textbooks and reference materials for discovery with purpose.

Rationale for change:

- Implementation of IV therapy with PN coursework helps us prepare our LPN students with licensure to be able to maintain a permanent place in the team of acute care nursing to include RN/ LPN/ CNA. Rural Kansas leans itself to the team nursing model, with LPN licensee's utilizing IV Therapy skills at the scope for LPN to the fullest to complete the team.

Faculty Involvement:

- PN faculty assisted with meetings across the state to help develop "new" core curriculum. All PN faculty from GCCC had input with outcomes for each course and worked through process of establishing new sequencing of courses. GCCC was actively involved from start to finish.
- This input included model language for IV Therapy as an addition for PN coursework, before licensure.
- Also see attachment with Minutes from our Curriculum and Instruction committee here at GCCC with documentation of

approval for these courses with PN Core Curriculum, presented by PN faculty and Nursing Director.

Letters of support:

- Please see letters of support from the three PN faculty here at GCCC that will be implementing the “NEW” core curriculum for Fall2020 to include IV Therapy.

Course Descriptions:

- Please see syllabi for courses within new PN program where IV Therapy objectives will be introduced, reinforced and mastered at the PN level through clinical and didactic portions of these courses.

Schedule for implementation with dates and learning activities:

- Sample of schedule details for learning objectives, dates and times along with reading assignments and learning activities for implementation of IV Therapy coursework.

**Curriculum change for GCCC Practical Nursing Program: Intravenous Therapy including insertion and administration of fluids and medications
Fall 2020**

Classroom/didactic objectives PNRS 104 Fa20 KSPN Nursing Care of Adults 1

| | | |
|---|---|---|
| <p>10/15/20 0830-1200</p> <p>10/16/20 0830-1200</p> <p>Exam 35 points</p> | <p>1. Intravenous Therapy</p> <ol style="list-style-type: none"> a. Define intravenous fluid therapy (see definition in KAR 60-16-101) b. Outline the scope of practice of PNs (see description in KAR 60-16-102) c. Identify the different types of vascular access delivery devices d. Discuss age-related considerations e. Review the legal implications for intravenous fluid therapy. f. Review the anatomy and physiology of common sites used for intravenous fluid therapy g. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy. h. Identify infusion equipment used in intravenous fluid therapy i. Review client care necessary to maintain patency of established intravenous lines. j. Review various types of infusion therapies and selection criteria for their use.*** k. Contrast the various types of parenteral solutions and indications for each. l. Describe infection control and safety measures to be taken to prevent infection and infiltration. m. Describe site care and maintenance of various type of intravenous therapies. n. Describe the process for determining vascular access device selection and placement o. Discuss the indications for the insertion of peripheral short catheters. p. Differentiate between central and peripheral vascular devices and their care | <p>Potter & Perry, <u>Fundamentals of Nursing 10th ed.</u> Chapter 31 pg. 663-671</p> <p>Harding, <u>Lewis's Medical-Surgical Nursing 11th ed.</u> Pg. 290-295</p> |
|---|---|---|

**Curriculum change for GCCC Practical Nursing Program: Intravenous Therapy including insertion and administration of fluids and medications
Fall 2020**

| | | |
|--|---|--|
| | <p>q. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.</p> <p>r. Articulate documentation needed in relation to intravenous fluid therapy</p> <p>s. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.</p> <p>Intermediate/ Advanced Nursing skills:</p> <p>a. Theory/Lab/ IV Maintenance (types of access devices, administration tubing, continuous, bolus and intermittent infusions, assessment for infiltration and phlebitis, determining and maintaining patency, and documentation)</p> | |
|--|---|--|

-101-

Lab objectives PNRS 105 Fa20 KSPN Nursing Care of Adults 1 Clinical

| | | |
|--|--|---|
| <p>10/12/20 & 10/13/20 0830-1630 Group A 10/19/20 & 10/20/20 0830-1630 Group B & C 10/26/20 & 10/27/20 0830-1200 Group D & E (Clinical and Lab student to faculty ratio 8:1)</p> | <p>IV Therapy Unit Objectives</p> <ol style="list-style-type: none"> 1. Demonstrate initiation and maintenance of a peripheral intravenous site. 2. Demonstrate proper techniques for medication administration, maintenance, and monitoring of peripheral intravenous fluid therapy. 3. Demonstrate documentation related to intravenous fluid therapy. | <p>Practice lab IV arms, fluids, tubing, pumps, calculations, and documentation.</p> <p>Nursing Skills Online Version 4.0 for Fundamentals of Nursing Module 7 Administration of Parenteral Medications: Intravenous Medications, Lessons 1-4</p> |
| <p>11/18/20, 11/19/20 & 11/20/20</p> | <p>Performance Checkoff</p> <p>40 points</p> | |

Curriculum change for GCCC Practical Nursing Program: Intravenous Therapy including insertion and administration of fluids and medications
Fall 2020

| | | |
|--|--|--|
| Scheduled appointment 1.25 hour (student to faculty ratio 1:1) | | |
| | | |
| | | |

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I Clinical 2 Credit Hours Fa 2020

COURSE INFORMATION

Course Number-Section: PNRS 105-01
Final Exam: NA
Start/End Date: [Click here to enter text.](#)

INSTRUCTOR INFORMATION

Instructor: LaLani Kasselmann BSN, RN
Phone: 620-276-0477
Email: Lalani.kasselmann@gcccks.edu
Office Location: Penka

Instructor: Lorilynn Landgraf, MSN, RN, CNE
Phone: 620-276-9567
Email: lorilynn.landgraf@gcccks.edu
Office Location: Penka

Instructor: Shellie Emahizer, MSN, RN
Phone: 620-275-9566
Email: shellie.emahizer@gcccks.edu
Office Location: Penka

Instructor: Sherri Williams B.S.N., R.N
Phone: 620-276-9685
Email: sherri.williams@gcccks.edu
Office Location: Penka

Instructor: Erika Clark B.S.N., R.N
Phone: cell 620-640-3157
Email: erika.clark@gcccks.edu
Office Location: off campus

CONTACTING INSTRUCTOR

Email for questions, phone call for absence or tardy

EMAIL RESPONSE TIME

Email checked 3 times daily during business hours Monday -Friday. 1 time daily for weekends and holidays.

COURSE DESCRIPTION

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

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I Clinical 2 Credit Hours Fa 2020

PREREQUISITES: The following college courses are included in the admission process for acceptance into the practical nursing program.

A.PNRS 100 KSPN Foundations of Nursing

B.PNRS 101KSPN Fundamentals of Pharmacology and Safe Medication Administration

C.PNRS 102 KSPN Foundations of Nursing Clinicals

COURSE CO-REQUISITES:

A grade of "C" or better must be obtained. For more details please refer to the Nursing student handbook.

A. PNRS 104 KSPN Nursing Care of Adults I

GCCC'S ESSENTIAL SKILLS OUTCOMES

Students will develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility as part of their educational experiences at the college. These outcomes align with the college's commitment to engaging students in the collection, analysis, and communication of information.

TEXTBOOK INFORMATION

Harding, M. M., Kwong, J., Roberts, D., Hagler, D. & Reinisch, C. (2020). *Lewis's medical-surgical nursing: Assessment and management of clinical problems*. (11th ed.). St. Louis: Elsevier Mosby.

Knecht, P. (2017). *Success in practical/vocational nursing: from student to leader* (8th ed.). St. Louis: Elsevier.

Martinez de Castillo, S. L. & Werner-McCullough, M. (2019). *Dosage Calc 360 (1st ed.)*. Philadelphia: F. A. Davis.

Pagana, K. D., & Pagana, T. J. (2018). *Mosby's: Manual of diagnostic and laboratory tests* (6th ed.). St. Louis: Elsevier.

Potter, P. A., Perry, A. G., Stockert, P. A., Hall, A. M. (2021). *Fundamentals of nursing* (10th ed.). St. Louis: Elsevier.

Potter, P.A., Perry, A.G. (2020). *Nursing Skills OnlineV4.0 for fundamentals of nursing* (10th ed.). St. Louis: Elsevier Mosby.

Taber's cyclopedic medical dictionary (23rd ed.). (2017). Philadelphia: F. A. Davis.

Vallerand, A. H. & Sanoski, C. A. (2020). *Davis's drug guide for nurses* (17th ed.). Philadelphia: F. A. Davis.

STUDENT LEARNER OUTCOMES

Students will be able to

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

COURSE TYPE

FACE TO FACE COURSE: Face-to-face courses are campus-based classes that meet in-person at an established time and place. While instructional technologies (like Canvas) may be used to support the course, instruction takes place fully in-person. Students will still be expected to use campus technologies like email and Canvas.

TIME COMMITMENT

It is expected that for each hour spent during class, a student will spend 1 to 3 hours outside of class for that course.

CLASSROOM DECORUM

See Nursing Student Handbook and GCCC Student Handbook

Netiquette is online etiquette. It is important that all participants in online courses be aware of the proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the College values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see *The Core Rules for Netiquette* (<http://www.albion.com/netiquette/corerules.html>) (Links to an external site.) by Virginia Shea.

CELL PHONE POLICY

Use of cellular phones or any other electronic communication devices for any purpose during a class or exam session is prohibited by Garden City Community College, unless expressly permitted by the instructor.

ATTENDANCE

GUIDELINES:

1. Attendance at GCCC is highly recommended.
2. The student is responsible for contacting each instructor regarding an absence.
3. GCCC supports the right of instructors to recommend withdrawal prior to the published withdrawal date or to fail any student whose absences are excessive in the instructor's opinion.

GUIDELINES:

Online attendance is highly encouraged to be successful in this class. Attendance online is defined as a learner who logs into the classroom and completes at least two activities in the course each week. Students are required to complete an assignment the first week of the class to maintain their enrollment in the course.

COLLEGE-SPONSORED ACTIVITY ABSENCE POLICY:

1. The student must notify the instructor prior to the absence.
2. The student must obtain assignments prior to the absence.
3. The student and instructor must establish a due date.
4. The student must submit completed assignments by the due date.

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I Clinical 2 Credit Hours Fa 2020

5. Coaches or sponsors will provide a list of participants to instructors prior to the activity.
6. If these criteria are met, coursework will be accepted.
7. Dual credit students will follow the same criteria.

ASSESSMENT

TESTS

N/A no exams in clinical course

HOMEWORK

Classroom work-will be returned as soon as practical before the next corresponding. Clinical work will be returned as soon as practical so students can see the areas of improvement needed.

MAKE-UP/LATE WORK POLICIES

Please see Nursing student handbook for these policies

EXTRA CREDIT POLICY

Please see Nursing Student Handbook for these policies

ATTENDANCE

1. Students are responsible for reporting clinical absences or tardiness by speaking directly to the assigned clinical instructor at least 30 minutes prior to the clinical assignment. 2. Attendance at clinical hours is required based on the credit hour of the clinical course (i.e. 1 credit clinical hour course = 45 attendance hours, 2 credit clinical hour course = 90 attendance hours, 3 credit clinical hour course = 135 attendance hours).

FINAL EXAM

NA no exams in clinical curriculum

GRADING SCALE

After your numerical grade has been calculated, your letter grade will be determined as follows:

- 90 - 100% = A
- 83 - 89% = B
- 77 - 82% = C
- 70 - 76% = D
- below 70% = F

COMPUTATION OF GRADES

Homework = 35%
Attendance/participation = 15%
Performance = 50%

I A. COGNITIVE: Knowledge and understanding of assigned objectives.

1. Academic grades will be based on:
 - a. Scheduled tests 70%
 - b. Written work 30%
 1. assigned classroom hand-ins
 2. pre-tests
 3. nursing care maps
 - c. Criteria for grading all hand-ins
 1. content
 2. spelling, grammar, and organization
 3. legibility and neatness
 4. documentation from references if applicable
 5. typing is preferred on all papers
 6. submitted on time
 7. use of the nursing process

2. Dosage calculation is a critical factor with drug administration. Proficiency of this skill will be tested along with nursing unit tests.
 - a. Each course exam will consist of math questions that will count as exam points. Assistance with math skills is available during the nursing supplemental instruction sessions and/or from math supplemental instruction in the Comprehensive Learning Center (CLC).
 - b. ATI proctored dosage calculation assessments will be given each semester. 80% is the required benchmark for successful completion of each assessment. If a student scores below 80% on an ATI proctored dosage calculation assessment a retake with a different version is required. Students requiring a retake of the dosage exam will be required to attend weekly supplemental instruction and remediate on areas of weakness prior to each retake.
 - c. If assessments are below the benchmark, the student may be unable to pass medications and receive an unsatisfactory "U" for: 1) Preparation; 2) Medication administration; 3) Able to complete tasks appropriate to that level. Failure to progress in the clinical course and/or the program may result.

ADA/EQUAL ACCESS

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Students who wish to receive accommodations must work with the Accommodations Coordinator and notify the instructor during the first week of class of any accommodations needed for the course. Garden City Community College is complying with the Americans with

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I Clinical 2 Credit Hours Fa 2020

Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns, or who need special accommodations, should contact the Accommodations Coordinator, Garden City Community College, 801 Campus Drive, Garden City, KS 67846, 620-276-9638 and/or at the email address accommodations@gcccks.edu.

EQUAL OPPORTUNITY

Garden City Community College does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status, sexual orientation, or other non-merit reasons, or handicap nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities. Those concerned about the above should contact the Human Resources office at Garden City Community College, 801 Campus Drive, Garden City, KS 67846 620-276-9574.

COPYRIGHT DISCLAIMER

Content provided in this course may be copyrighted and protected under U.S. Copyright laws. Access to materials provided as part of this course is for educational purposes only and limited to the duration of your enrollment in this course. You may not copy, download, upload, or otherwise redistribute and of the films, images, music, articles, or other content provided as part of this course. Any such reproduction or distribution is illegal and punishable under U.S. Copyright law (U.S.C. 17).

For all other concerns, please refer to the Garden City Community College Catalog, College Policy Manual and Student Handbook.

Instructor reserves the right to modify the syllabus.

TENTATIVE CLASS SCHEDULE

Refer to clinical schedule

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I 4 Credit Hours 20Fa

COURSE INFORMATION

Course Number-Section: PNRS 104

Final Exam: 12/10/2020

Start/End Date: 10/14/2020- 12/10/2020

INSTRUCTOR INFORMATION

Instructor: LaLani Kasselmann BSN, RN

Phone: 620-276-0477

Email: lalani.kasselmann@gcccks.edu

Office Location: Penka 1086

Instructor: Lorilynn Landgraf, MSN, RN, CNE

Phone: 620-276-9567

Email: lorilynn.landgraf@gcccks.edu

Office Location: Penka

Instructor: Shellie Emahizer, MSN, RN

Phone: 620-275-9566

Email: shellie.emahizer@gcccks.edu

Office Location: Penka 1046

CONTACTING INSTRUCTOR

Email for questions, phone call for absence or tardy

EMAIL RESPONSE TIME

Emails are checked daily on weekdays

COURSE DESCRIPTION

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

PREREQUISITES: The following college courses are included in the progression of the nursing program.

PNRS 100 KSPN Foundations of Nursing

PNRS 102 KSPN Foundations of Nursing Clinical

PNRS 101 KSPN Fundamentals of Pharmacology and Safe Medication Administration

COURSE CO-REQUISITES:

A grade of "C" or better must be obtained. For more details please refer to the Nursing student handbook.

GCCC'S ESSENTIAL SKILLS OUTCOMES

Students will develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility as part of their educational experiences at the college. These outcomes align with the college's commitment to engaging students in the collection, analysis, and communication of information.

TEXTBOOK INFORMATION

Harding, M. M., Kwong, J., Roberts, D., Hagler, D. & Reinisch, C. (2020). *Lewis's medical-surgical nursing: Assessment and management of clinical problems*. (11th ed.). St. Louis: Elsevier Mosby.

Knecht, P. (2017). *Success in practical/vocational nursing: from student to leader* (8th ed.). St. Louis: Elsevier.

Martinez de Castillo, S. L. & Werner-McCullough, M. (2019). *Dosage Calc 360 (1st ed.)*. Philadelphia: F. A. Davis.

Pagana, K. D., & Pagana, T. J. (2018). *Mosby's: Manual of diagnostic and laboratory tests* (6th ed.). St. Louis: Elsevier.

Potter, P. A., Perry, A. G., Stockert, P. A., Hall, A. M. (2021). *Fundamentals of nursing* (10th ed.). St. Louis: Elsevier.

Potter, P.A., Perry, A.G. (2020). *Nursing Skills Online V4.0 for fundamentals of nursing* (10th ed.). St. Louis: Elsevier Mosby.
Taber's cyclopedic medical dictionary (23rd ed.). (2017). Philadelphia: F. A. Davis.

Vallerand, A. H. & Sanoski, C. A. (2020). *Davis's drug guide for nurses* (17th ed.). Philadelphia: F. A. Davis.

STUDENT LEARNER OUTCOMES

Students will be able to

1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team in regard to caring for clients with commonly occurring health alterations that have predictable outcomes.

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I 4 Credit Hours 20Fa

4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition as it relates to adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families.
6. Describe how information technology is used to communicate with members of the health care team by accurately documenting client care in a secure and timely manner.
7. Describe the health education needs experienced by clients with commonly occurring health alterations that have predictable outcomes.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to adult clients.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients.

COURSE TYPE

HYBRID COURSE: A hybrid course is a blend of online or independent work and campus-based instruction. A hybrid course offers the benefit of face-to-face instruction and the flexibility and convenience of online or independent work. Each individual course provides specific classroom dates and times while online or independent instruction uses any combination of various methods: video, audio, document files, discussion boards, and written assignments.

TIME COMMITMENT

It is expected that for each hour spent during class, a student will spend 1 to 3 hours outside of class for that course.

CLASSROOM DECORUM

Click or tap here to enter text. Add your own policy. Delete what does not apply.

Netiquette is online etiquette. It is important that all participants in online courses be aware of the proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I 4 Credit Hours 20Fa

Remember that the College values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see *The Core Rules for Netiquette* (<http://www.albion.com/netiquette/corerules.html>) (Links to an external site.) by Virginia Shea.

CELL PHONE POLICY

Use of cellular phones or any other electronic communication devices for any purpose during a class or exam session is prohibited by Garden City Community College, unless expressly permitted by the instructor.

ATTENDANCE

GUIDELINES:

1. Attendance at GCCC is highly recommended.
2. The student is responsible for contacting each instructor regarding an absence.
3. GCCC supports the right of instructors to recommend withdrawal prior to the published withdrawal date or to fail any student whose absences are excessive in the instructor's opinion.

GUIDELINES:

Online attendance is highly encouraged to be successful in this class. Attendance online is defined as a learner who logs into the classroom and completes at least two activities in the course each week. Students are required to complete an assignment the first week of the class to maintain their enrollment in the course.

COLLEGE-SPONSORED ACTIVITY ABSENCE POLICY:

1. The student must notify the instructor prior to the absence.
2. The student must obtain assignments prior to the absence.
3. The student and instructor must establish a due date.
4. The student must submit completed assignments by the due date.
5. Coaches or sponsors will provide a list of participants to instructors prior to the activity.
6. If these criteria are met, coursework will be accepted.
7. Dual credit students will follow the same criteria.

ASSESSMENT

TESTS

Please see nursing handbook for these policies.

HOMEWORK

Please see nursing handbook for these policies.

MAKE-UP/LATE WORK POLICIES

Please see nursing handbook for these policies.

EXTRA CREDIT POLICY

Please see nursing handbook for these policies.

ATTENDANCE

1. Students are responsible for reporting clinical absences or tardiness by speaking directly to the assigned clinical instructor at least 30 minutes prior to the clinical assignment. 2. Attendance at clinical hours is required based on the credit hour of the clinical course (i.e. 1 credit clinical hour course = 45 attendance hours, 2 credit clinical hour course = 90 attendance hours, 3 credit clinical hour course = 135 attendance hours).

FINAL EXAM

Final exam will be counted as exam grade.

GRADING SCALE

After your numerical grade has been calculated, your letter grade will be determined as follows:

90 - 100% = A

83 - 89% = B

77 - 82% = C

70 - 76% = D

below 70% = F

COMPUTATION OF GRADES

I A. COGNITIVE: Knowledge and understanding of assigned objectives.

1. Academic grades will be based on:

a. Scheduled tests 70%

b. Written work 30%

1. assigned classroom hand-ins

2. pre-tests

3. nursing care maps

c. Criteria for grading all hand-ins

1. content

2. spelling, grammar, and organization

3. legibility and neatness

4. documentation from references if applicable

5. typing is preferred on all papers

6. submitted on time

7. use of the nursing process

2. Dosage calculation is a critical factor with drug administration. Proficiency of this skill will be tested along with nursing unit tests.

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I 4 Credit Hours 20Fa

- a. Each course exam will consist of math questions that will count as exam points. Assistance with math skills is available during the nursing supplemental instruction sessions and/or from math supplemental instruction in the Comprehensive Learning Center (CLC).
- b. ATI proctored dosage calculation assessments will be given each semester. 80% is the required benchmark for successful completion of each assessment. If a student scores below 80% on an ATI proctored dosage calculation assessment a retake with a different version is required. Students requiring a retake of the dosage exam will be required to attend weekly supplemental instruction and remediate on areas of weakness prior to each retake.
- c. If assessments are below the benchmark, the student may be unable to pass medications and receive an unsatisfactory "U" for: 1) Preparation; 2) Medication administration; 3) Able to complete tasks appropriate to that level. Failure to progress in the clinical course and/or the program may result.

ADA/EQUAL ACCESS

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Students who wish to receive accommodations must work with the Accommodations Coordinator and notify the instructor during the first week of class of any accommodations needed for the course. Garden City Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns, or who need special accommodations, should contact the Accommodations Coordinator, Garden City Community College, 801 Campus Drive, Garden City, KS 67846, 620-276-9638 and/or at the email address accommodations@gcccks.edu.

EQUAL OPPORTUNITY

Garden City Community College does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status, sexual orientation, or other non-merit reasons, or handicap nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities. Those concerned about the above should contact the Human Resources office at Garden City Community College, 801 Campus Drive, Garden City, KS 67846 620-276-9574.

COPYRIGHT DISCLAIMER

Content provided in this course may be copyrighted and protected under U.S. Copyright laws. Access to materials provided as part of this course is for educational purposes only and limited to the duration of your enrollment in this course. You may not copy, download, upload, or otherwise redistribute and of the films, images, music, articles, or other content provided as part of this course. Any such reproduction or distribution is illegal and punishable under U.S. Copyright law (U.S.C. 17).

GARDEN CITY COMMUNITY COLLEGE
KSPN Nursing Care of Adults I 4 Credit Hours 20Fa

*For all other concerns, please refer to the Garden City Community College
Catalog, College Policy Manual and Student Handbook.*

Instructor reserves the right to modify the syllabus.

TENTATIVE CLASS SCHEDULE

See attached schedule

BARTON

COMMUNITY COLLEGE

#46

May 1, 2020

Janelle Martin, MHSA, RN
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street
Topeka, KS 66612-1230

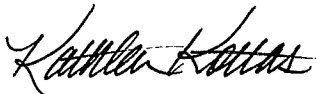
Dear Janelle,

This letter is to seek approval to incorporate IV Therapy into our Practical Nursing program at Barton Community College. We have reviewed the Kansas Administrative Regulations for Intravenous Fluid Therapy for Licensed Practical Nurses and believe that we have a sound plan that includes all the requirements.

In addition to the required 30 hours of instruction and the 8 hours of clinical, our students will benefit from utilizing IV therapy during hospital based instructor lead clinical experiences. Thus insuring that they are well prepared when they graduate. Our faculty also plans to assess student knowledge by including drug calculations and IV therapy questions on unit exams as well as utilizing IV therapy in simulation.

For your review, we have included a table that outlines how we plan to incorporate the IV therapy content into our current curriculum. We have also included a table that identifies where each item from article K.A.R. 60-16-104 can be found in our curriculum.

Best Regards,



Kathleen Kottas, DNP, ARPN-CNS, APRN-FNP-C, BC
Director of Nursing Education
Dean for Workforce Training and Community Education
Barton Community College

**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 1, 2020

Name of Program: Practical Nursing Program

Program Administrator including credentials: Kathleen Kottas, DNP, APRN-CNS, APRN-FNP-C,BC

Parent Institution: Barton Community College

Address of Institution: 245 NE 30 Rd

Great Bend, KS 67530

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

Briefly describe the Change being requested: Approval for implementation of IV Therapy content into our Practical Nursing program.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

- (1) Any change in the plan of nursing curriculum organization involving:
- Philosophy
 - Number of semesters of study
 - Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

X (4) Implementation of IV Therapy content into Practical Nursing Program.

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

Proposed Practical Nursing IV Therapy Content

Barton Community College

| Course/Content | Instruction Time | Course Total | |
|---|------------------|------------------------|----------|
| | | Instruction 5 hours | Lab 0 |
| Fundamentals of Nursing | | | |
| Rights of medication administration | 30 minutes | | |
| Discuss IV push medication administration | 30 minutes | | |
| Head to Toe Assessment and environmental survey of IV | 15 minutes | | |
| Documentation theory | 30 minutes | | |
| Fluid, electrolytes and acid-base balance | 120 minutes | | |
| D/c IV | 15 minutes | | |
| Safety instruction preventing needle sticks, sterile technique, infection prevention and safe ambulation with IV pole | 60 minutes | | |
| Pharmacology | | 2 hours | 0 |
| Med-Administration -IV Piggyback -IV Push Fluids/ parenteral nutrition | 60 minutes | | |
| Drug Calculations/ drip rates | 60 minutes | | |

| | | | |
|--|------------------------------|------------|---------|
| Med-Surg I | | 2.5 hours | 0 |
| Caring for a patient with IV therapy <ul style="list-style-type: none"> • Including Pn Scope of practice • Legal definition | 90 minutes | | |
| Drug Calculation | 60 minutes | | |
| Medical-Surgical Nursing II | | 18.5 hours | 8 hours |
| IV Instruction Day 1 Administration of Intravenous Fluid Therapy <ul style="list-style-type: none"> • Patient care prior to infusion. • Equipment preparation for IV therapy solution • Short peripheral vascular access placement • Joint stabilization | 240 minutes for this section | | |
| Principles of Intravenous Therapy Maintenance <ul style="list-style-type: none"> • Changing an intravenous fluid container • Change administrative set Tubing-Peripheral line • Change Administrative set Tubing-Central line • Change peripheral IV site dressing with care of infusion site | 240 minutes for this section | | |
| IV Instruction Day 2 | | | |

| | | | |
|---|-------------|-----------|--|
| Principles of Intravenous Therapy Maintenance Cont. <ul style="list-style-type: none"> • Change Central venous site dressing with care of infusion site | 120 minutes | | |
| <ul style="list-style-type: none"> • Pharmacological Considerations for Intravenous Medication | 80 minutes | | |
| <ul style="list-style-type: none"> • Parenteral Medication and Solution Administration | 80 minutes | | |
| <ul style="list-style-type: none"> • Administer IV push medication | 80 minutes | | |
| <ul style="list-style-type: none"> • Preparing immediate use Parenteral medication | 60 minutes | | |
| <ul style="list-style-type: none"> • Calculate and apply appropriate medication dosages and drip rates | 60 minutes | | |
| <ul style="list-style-type: none"> • Phlebotomy | 240 minutes | | |
| IV On Campus Lab <ul style="list-style-type: none"> • Practice skills and live stick | 240 minutes | | |
| IV Off Campus Lab <ul style="list-style-type: none"> • Preceptor-CBH- Or TUKHS-GB | 150 minutes | | |
| Final IV Instruction Day | | | |
| Maternal-Child 1 | | 1.5 hours | |
| <ul style="list-style-type: none"> • IV therapy and the Laboring patient | 60 minutes | | |
| <ul style="list-style-type: none"> • Fluid considerations in infants/children | 30 minutes | | |
| Gerontology | 30 minutes | 0.5 hours | |

| | | | |
|---|--|----------|---|
| <ul style="list-style-type: none"> • Age related considerations for IV fluids in the elderly | | | |
| Program Totals | | 30 hours | 8 |

Barton Community College
Practical Nursing IV Therapy

Requirement (K.A.R. 60-16-104) and Course Location

| Required Item | Course |
|---|--|
| 1) Definition of Intravenous Fluid therapy and indications specified in K.A.R 60-16-101 | Medical-Surgical Nursing I |
| 2) Scope of Practice as specified in K.A.R. 60-16-106. | Medical-Surgical Nursing I |
| 3) Types of vascular-access delivery devices | Fundamentals, Med-Surg I, Med-Surg II |
| 4) Age-related considerations | Med-Surg I, Med-Surg II, Mat-Child I and Gerontology |
| 5) Legal implications for IV therapy | Medical -Surgical Nursing I |
| 6) Anatomy and Physiology | Fundamentals, Pharmacology, Med-Surg I, Med-Surg II and Mat-child I |
| 7) Fluid and electrolyte balance | Fundamentals, Pharmacology, Med-Surg I, Med-Surg II and Mat-Child I |
| 8) Infusion equipment used in intravenous therapy | Pharmacology, Med-Surg I and Med-Surg II |
| 9) Patient care | Medical-Surgical Nursing I and Medical-Surgical Nursing II |
| 10) Infusion therapies | Pharmacology, Medical-Surgical Nursing I, Medical-Surgical Nursing II and Mat-Child I |
| 11) Parenteral solutions and indications | Pharmacology, Medical-Surgical Nursing I and Medical-Surgical Nursing II |
| 12) Infection control and safety | Fundamentals, Pharmacology, Medical-Surgical Nursing I and Medical-Surgical Nursing II |
| 13) Site Care and maintenance | Medical-Surgical Nursing II |

| | |
|--|--|
| 14) Vascular-access device selection and placement | Medical-Surgical Nursing II |
| 15) Insertion of peripheral short catheters | Medical-Surgical Nursing II |
| 16) Administration, maintenance and monitoring of peripheral intravenous fluid therapy | Medical-Surgical Nursing I and Medical-Surgical Nursing II |
| 17) Infusion related complications and nursing interventions | Medical-Surgical Nursing I and Medical-Surgical Nursing II |
| 18) Central and peripheral vascular access devices | Medical-Surgical Nursing II |
| 19) Administration, maintenance and monitoring of central intravenous fluid therapy | Medical-Surgical Nursing II |
| 20) Documentation | Fundamentals, Medical-Surgical I and Medical-Surgical Nursing II |
| 21) Patient Education | Medical-Surgical Nursing II |
| 22) Testing component for each student | Medical-Surgical Nursing II |
| 23) Means to verify successful completion | KSBN Form: Final IV Therapy Clinical Competency Checklist |

**BARTON COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

Course Number: NURS 1206
Course Title: FUNDAMENTALS OF NURSING
Credit Hours: 5 (Theory: 3 cr hr = 37.5 contact hours & Clinical: 2 cr hr = 90 contact hours)
Prerequisites: Admission to nursing program
Division/Discipline: Workforce Training and Community Education (WTCE)/Nursing
Course Description: This course provides an introduction to practical nursing and roles of the practical nurse as well as profession and client-related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for conducting a focused assessment and nursing skills is presented and the student is given an opportunity to demonstrate these skills in a laboratory setting. An introduction to the nursing process provides the student with a framework for decision making.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. [Most up-to-date documents are available on the College webpage.]

Any student seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Fundamentals of Nursing is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse/Associate Degree completion. This course prepares the student to function at a beginning level in nursing and will provide a foundation for continued progression in the nursing program. Fundamentals of Nursing fulfills partial curriculum requirements towards the Practical Nurse (PN) certificate and the Associate Degree in Nursing (ADN).

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to

**BARTON COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

| | |
|-----------------------------|--|
| <u>Course Number:</u> | NURS 1255 |
| <u>Course Title:</u> | MEDICAL-SURGICAL NURSING I |
| <u>Credit Hours:</u> | 5 (Theory: 3 cr hr = 37.5 contact hours & Clinical: 2 cr hr = 90 contact hours) |
| <u>Prerequisites:</u> | Admission to the nursing program and completion of NURS 1206 with a minimum grade of 80% (B) and a satisfactory rating (S) in clinical/lab |
| <u>Division/Discipline:</u> | Workforce Training and Community Education (WTCE)/Nursing |
| <u>Course Description:</u> | This course focuses on the care of the adult client experiencing common health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in the cardiovascular system, respiratory system, endocrine system, musculoskeletal system, hematological/lymphatic system, sensory system and integument. The clinical portion of the course gives students the opportunity to apply theoretical concepts and implement safe client care in selected settings. |

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog, Student handbook, and College Policy & Procedure Manual. [Most up-to-date documents are available on the College webpage.]

Any student seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Medical-Surgical Nursing I is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse/Associate Degree completion. This course will provide a foundation for continued progression in the nursing program. Medical-Surgical Nursing I fulfills partial curriculum requirements towards the Practical Nurse (PN) certificate and the Associate Degree in Nursing (ADN).

**BARTON COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

| | |
|-----------------------------|--|
| <u>Course Number:</u> | NURS 1228 |
| <u>Course Title:</u> | PHARMACOLOGY FOR NURSES |
| <u>Credit Hours:</u> | 3 (Theory: 3 cr hr = 37.5 contact hours) |
| <u>Prerequisites:</u> | Admission to nursing program |
| <u>Division/Discipline:</u> | WTCE/NURSING |
| <u>Course Description:</u> | This course introduces the principles of pharmacology, including drug classifications and their effects on the body. Emphasis is placed on nursing care related to the safe calculation and administration of medications to clients across the life span. |

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. [Most up-to-date documents are available on the College webpage.]

Any student seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Pharmacology for Nurses is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse/Associate Degree completion. This course will provide a foundation for continued progression in the nursing program. Pharmacology for Nurses fulfills partial curriculum requirements towards the Practical Nurse (PN) certificate and the Associate Degree in Nursing (ADN).

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

**BARTON COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

| | |
|-----------------------------|--|
| <u>Course Number:</u> | NURS 1256 |
| <u>Course Title:</u> | MEDICAL-SURGICAL NURSING II |
| <u>Credit Hours:</u> | 6 (Theory: 3 cr hr = 37.5 contact hours & Clinical: 3 cr hr = 135 contact hours) |
| <u>Prerequisites:</u> | Completion of NURS 1206, NURS 1207, NURS 1228 & NURS 1255 with a minimum grade of 80% (B) and a satisfactory rating (S) in clinical/lab. |
| <u>Division/Discipline:</u> | Workforce Training and Community Education (WTCE)/ NURSING |
| <u>Course Description:</u> | This course focuses on the care of the adult client experiencing common health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in the gastrointestinal system, hepatobiliary system, immune system, neurological system, and renal system. Principles related to perioperative care, IV therapy, oncological care, complimentary therapies, and emergency preparedness are also addressed. The clinical portion of the course gives students the opportunity to apply theoretical concepts and implement safe client care in selected settings. Students are given the opportunity to practice leadership skills while managing client care. |

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog, Student handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Medical-Surgical Nursing II is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse (PN)/Associate Degree completion. This course provides a foundation for continued progression in the nursing program. Medical-Surgical Nursing II fulfills partial curriculum requirements towards the Practical Nurse (PN) certificate and the Associate Degree in Nursing (ADN).

**BARTON COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

Course Number: NURS 1210
Course Title: GERONTOLOGICAL NURSING
Credit Hours: 2 (Theory: 2 cr hr = 25 contact hours)
Prerequisites: NURS 1206, NURS 1207, NURS 1228, & NURS 1255 with a minimum grade of 80% (B) and a satisfactory rating in clinical/lab component.
Division/Discipline: WTCE/NURSING
Course Description: This course is designed to explore issues related to aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog, Student handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Gerontological Nursing is designed to fulfill the curriculum approved by the Kansas State Board of Nursing for Practical Nurse/Associate Degree completion. This course will provide a foundation for continued progression in the nursing program. Gerontological

**BARTON COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

Course Number: NURS 1258
Course Title: MATERNAL CHILD NURSING I
Credit Hours: 3 cr. hr. (Theory: 2 cr hr = 25 contact hours & Clinical: 1 cr hr= 45 contact hours)
Prerequisites: Successful completion of NURS 1206, NURS 1207, NURS 1228 and NURS 1255
Division/Discipline: Workforce Training and Community Education/Nursing
Course Description: This course builds upon the fundamental concepts, processes and outcomes utilizing the nursing process as the foundation for the delivery of client care addressing physiological, psychosocial, spiritual and cultural needs for the healthy maternal, neonatal, and pediatric client. Holistic nursing care of the child and family experiencing health alterations is also introduced. Emphasis is placed on the role of the practical nurse and the core concepts of caring, communication, critical thinking, professionalism, and competence are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to the healthy maternal, neonatal, and pediatric client in a variety of settings.

II. INSTRUCTOR INFORMATION

Mrs. Jill Lawson MSN, APRN-FNP
Office Phone 620-792-9357; Cell phone 785-820-1584
Mrs. Brittany Fanshier BSN, RN
Office Phone 620-792-9352; Cell phone 316-200-6886

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog,

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

03/10/20
#52

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

Date: May 15th, 2020

Name of Program: NCK Tech Practical Nursing

Program Administrator including credentials: Melissa Crump, MSN, RN, CNE

Parent Institution: North Central Kansas Technical College

Address of Institution: 3033 US Hwy 24

Beloit, KS 67420

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

Briefly describe the change being requested: Revision to the practical nursing program to be in compliance with the KBOR core PN curriculum. The addition of IV therapy to the course Nursing Care of Adults I and Nursing Care of Adults I Clinical. The addition of the 1 credit hour course entitled Pharmacology for the PN. And the removal of 2 non-core courses. These changes are to take effect August of 2020.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

_____ Date

Prelicensure Major Curriculum Change Request

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Re: Major Curriculum Change Request- NCK Tech- PN

Nursing faculty, nursing administration, and Academic Affairs Committee at NCK Tech have approved the proposed curriculum revisions.

Rationale for the Change

PN Alignment

The current curriculum alignment set by Kansas Board of Regents is required to be in place by fall of 2020. The following changes will realign the Practical Nursing program at NCK Tech. All of the common courses with flex credits are within the allowable ranges.

Pharmacology for the PN

In order to best serve our students, we are requesting the addition of the course Pharmacology for the PN. Utilizing the ATI comprehensive exam, our students have consistently scored 10-20% less in pharmacology than other major areas (fundamentals, adult medical-surgical, maternal newborn, mental health, management). This is evident for the past 3 years. Instructional changes have been made in attempts to increase the score, including additional use of ATI and classroom activities.

Our assessments show that students have decreased understanding of the role of the nurse pertaining to drug therapy. With the changes in the PN curriculum, this pharmacology content will be taught minimally in Nursing Care of Adults I and II. The amount of time on the content will be about the same as prior years.

With both of these considered, we feel our students will most benefit from additional pharmacology instruction. The outcomes are focused on the nursing role in relation to different medication categories. Unlike the pharmacology within Nursing Care of Adults II, this course is spread throughout the entire semester. (Nursing Care of Adults II will be the first 6 weeks of the 2nd semester). It will allow for more instruction and increased student involvement. Our goal is for students to have better comprehension for their success on the NCLEX-PN, continuing education, and most importantly, in caring for patients.

Strategies for Success II

The content within this course is now incorporated into a new college wide course entitled Tech Connect (0 credit hours). Therefore, there is no longer a need for Strategies for Success II.

Leadership for the PN Clinical

The course Leadership for the PN Clinical is also being removed. The outcomes of this course are incorporated into Nursing Care of Adults II Clinical and Leadership, Roles, and Issues. Due to the duplication, we have elected to remove this course.

Addition of IV Therapy

The majority of our graduates either continue in their education or obtain their IV certification. By adding the exposure during our program, we will be offering a needed benefit to the students. This is also beneficial to healthcare facilities in that they will not need to have employed LPNs take additional training for IV therapy.

Resources for Change- IV therapy only

We currently have two manikin arms that allow for locating and practicing IV insertions. We have all supplies to practice IV insertions and administering IV medications. We currently have three infusion pumps. The budget for the 2020-21 AY includes purchases for a syringe and PCA pump to allow for training for different types of infusions.

There will not be any changes in student tuition or fees related to this request. Textbooks and ATI modules that the students already acquired will be utilized.

Curriculum Table

| Pre-requisite Courses | | | | Pre-requisite Courses | | | |
|----------------------------------|--------------------------------------|--------------|-------------|----------------------------------|---|--------------|-------------|
| Course | | Credit Hours | | Course | | Credit Hours | |
| Anatomy & Physiology with Lab | | 5 | | Anatomy & Physiology with Lab | | 5 | |
| Principles of Nutrition | | 3 | | Principles of Nutrition | | 3 | |
| General Psychology | | 3 | | General Psychology | | 3 | |
| Human Growth and Development | | 3 | | Human Growth and Development | | 3 | |
| Total Pre-requisite Hours | | 14 | | Total Pre-requisite Hours | | 14 | |
| Current Courses | | | | Requested Changes | | | |
| 1 st Semester | | Credit Hours | Clock Hours | 1 st Semester | | Credit Hours | Clock Hours |
| KSPN 100 | Foundations of Nursing | 4 | 60 | KSPN 100 | Foundations of Nursing | 4 | 60 |
| KSPN 115 | Foundations of Nursing Clinical | 2 | 90 | KSPN 115 | Foundations of Nursing Clinical | 2 | 90 |
| KSPN 106 | Medical Surgical Nursing I | 4 | 60 | KSPN 102 | Nursing Care of Adults I | 5 | 75 |
| KSPN 116 | Medical Surgical Nursing I Clinical | 3 | 135 | KSPN 110 | Nursing care of Adults I Clinical | 3 | 135 |
| KSPN 119 | Pharmacology | 3 | 45 | KSPN 103 | Fundamentals of Pharmacology and Safe Medication Administration | 2 | 30 |
| PN 102A | Strategies for Success I | 1 | 15 | PN 102 | Strategies for Success | 1 | 15 |
| Total Semester Hours | | 17 | 405 | Total Semester Hours | | 17 | 405 |
| 2 nd Semester | | Credit Hours | Clock Hours | 2 nd Semester | | Credit Hours | Clock Hours |
| KSPN 112 | Medical Surgical Nursing II | 4 | 60 | KSPN 104 | Nursing Care of Adults II | 5 | 75 |
| KSPN 117 | Medical Surgical Nursing II Clinical | 3 | 135 | KSPN 111 | Nursing Care of Adults II Clinical | 3 | 135 |
| KSPN 108 | Maternal Child Nursing | 2 | 30 | KSPN 108 | Maternal Child Nursing | 2 | 30 |
| KSPN 118 | Maternal Child Nursing Clinical | 1 | 45 | KSPN 118 | Maternal Child Nursing Clinical | 1 | 45 |
| KSPN 107 | Gerontology Nursing | 2 | 30 | KSPN 114 | Care of Aging Adults | 2 | 30 |
| KSPN 120 | Mental Health Nursing | 2 | 30 | KSPN 120 | Mental Health Nursing | 2 | 30 |
| PN 123 | Leadership for the PN | 1 | 15 | KSPN 113 | Leadership, Roles, and Issues | 1 | 15 |
| PN 102B | Strategies for Success II | 1 | 15 | Removed | | | |
| PN 130 | Leadership for the PN Clinical | 1 | 45 | Removed | | | |
| Total Semester Hours | | 17 | 405 | PN 109 | Pharmacology for the PN | 1 | 15 |
| Total Semester Hours | | 17 | 405 | Total Semester Hours | | 17 | 375 |

May 11th, 2020



Kansas State Board of Nursing
Education Board
900 SW Jackson Street
Suite 1051
Topeka, KS 66612

Dear KSBN Education Board,

I am writing to express my support for the proposed changes to the practical nursing curriculum at North Central Kansas Technical College. The changes reflect the required alignment set by KBOR.

I also want to state my support for adding IV therapy into the curriculum. Students often inquire about certification during the program. By adding it, we can fill this need while they are still with us.

Our students also have shown a need for additional pharmacology instruction. Therefore, I support adding the pharmacology course to the curriculum. This will better prepare them for the NCLEX-PN and the workforce.

Please feel free to contact me if you have any questions regarding my support.

Respectfully,

A handwritten signature in cursive script that reads 'Sara Arnold'.

Sara Arnold, BSN, RN
NCK Tech Nursing Faculty
sarnold@ncktc.edu
(785) 738-9027

North Central Kansas Technical College

Bellevue Campus
PO Box 507 | Bellevue, Kansas 66410
1-800-688-4635 | 785-738-9027

High Campus
2200 Jackson St. | Topeka, Kansas 66606
785-738-9027

www.ncktc.edu

©2012 Tech. Hrs. Schools™ NCKT5001V1

May 11th, 2020



Kansas State Board of Nursing
Education Board
900 SW Jackson Street
Suite 1051
Topeka, KS 66612

Dear Education Board,

I am writing to express my support for the proposed changes to the practical nursing curriculum at North Central Kansas Technical College. These changes will ensure continued alignment with KBOR. I also support the addition of IV therapy to the curriculum as I feel it fulfills a student need.

The addition of a pharmacology course will allow for continued pharmacology exposure. Our previous cohorts have showed lower scores in pharmacology in relation to other areas and I believe this will help in their education.

Respectfully,

A handwritten signature in cursive script that reads 'Rachelle Olson'.

Rachelle Olson, BSN, RN
NCK Tech Nursing Faculty

North Central Kansas Technical College

1000 S. Jackson
Topeka, Kansas 66601
Phone: 785-245-2437

©2012 Techs for Schools™ NCK-5001V4



North Central Kansas Technical College

KSPN 100- Foundations of Nursing

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course provides an introduction to practical nursing and roles of the practical nurse as well as profession- and client-related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills is presented and an introduction to the nursing process provides the student with a framework for decision making. |
| Instructional Level | Certificate |
| Total Credits | 4 |

Course Competencies

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



North Central Kansas Technical College

KSPN 115- Foundations of Nursing Clinical

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course provides an introduction to the skills required to practice nursing. The theoretical foundation for basic data collection and nursing skills is presented and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. Students are also given an opportunity to practice application of the nursing process to client-related situations. |
| Instructional Level | Certificate |
| Total Hours | 2 |

Course Competencies

1. Practice assessment techniques on adult clients recognizing expected findings.
2. Apply the nursing process to client care that is based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences.
3. Describe the various roles of members of the interprofessional health care team, including nurse as advocate.
4. Practice using effective verbal and non-verbal communication techniques with educators, peers, and clients.
5. Demonstrate how to safely and securely use client care technology while documenting in an accurate and timely manner.
6. Use current evidence as a basis for nursing practice.
7. Identify education needs of clients based on data.
8. Practice establishing a safe environment for client, self, and others.
9. Identify concerns related to the quality of client care.
10. Demonstrate professional behaviors in academic and client care settings.
11. Practice leadership skills that support the educational process (organization, time management, priority-setting).
12. Demonstrate proper techniques for client care.



North Central Kansas Technical College

KSPN 110- Nursing Care of Adults I Clinical

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course focuses on the care of adult clients with common medical/surgical health alterations. The clinical laboratory experience provides the student an opportunity to apply the theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings. |
| Instructional Level | Certificate |
| Total Credits | 3 |

Course Competencies

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

11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.
12. Perform proper techniques and safe administration for IV therapy.

Learning Objectives

IV Therapy

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



North Central Kansas Technical College

KSPN 102- Nursing Care of Adults I

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation and metabolism, and integument. Principles of pre-and post-operative care and IV therapy are also addressed. |
| Instructional Level | Certificate |
| Total Credits | 5 |

Course Competencies

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

KSPN 102- Nursing Care of Adults I

Units

Alterations in Fluid and Electrolytes

Alterations in Oxygenation

Alterations in Cardiac Output and Tissue Perfusion

Alterations in Regulation and Metabolism

Alterations in Integument

Pre- and Postoperative Care

Intermediate/ Advanced Nursing Skills

Intravenous Therapy

Unit Objectives:

1. Define intravenous fluid therapy
2. Outline the scope of practice of PNs
3. Identify the different types of vascular access delivery devices
4. Discuss age-related considerations.
5. Review the legal implications for intravenous fluid therapy.
6. Review the anatomy and physiology of common sites used for intravenous fluid therapy.
7. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
8. Identify infusion equipment used in intravenous fluid therapy.
9. Review client care necessary to maintain patency of established intravenous lines.
10. Review various types of infusion therapies and selection criteria for their use
11. Contrast the various types of parenteral solutions and indications for each.
12. Describe infection control and safety measures to be taken to prevent infection and infiltration.
13. Describe site care and maintenance of various types of intravenous therapies.
14. Describe the process for determining vascular access device selection and placement.
15. Discuss the indications for the insertion of peripheral short catheters.
16. Differentiate between central and peripheral vascular devices and their care.
17. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
18. Articulate documentation needed in relation to intravenous fluid therapy.
19. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.



North Central Kansas Technical College

KSPN 103- Fundamentals of Pharmacology and Safe Medication Administration

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course provides an introduction to the principles of pharmacology. Emphasis is placed on nursing care related to the safe calculation and administration of medications to clients across the life span. |
| Instructional Level | Certificate |
| Total Credits | 2 |

Course Competencies

- 1. Discuss the principles of pharmacology, pharmacokinetics, and pharmacodynamics in relation to medication therapy.**
- 2. Discuss nursing implications and concepts of safety when performing medication administration.**
- 3. Demonstrate proper techniques that support safe medication administration.**
- 4. Describe the legal and ethical implications/aspects of medication administration.**



North Central Kansas Technical College
PN 102- Strategies for Success
Course Outcome Summary

Course Information

| | |
|----------------------|--|
| Description | This course is an introduction to many facets of the college experience including academic, personal and professional concerns. The course is designed to give the student an exposure to the practice of necessary math skills. ATI testing is initiated to get students acclimated to online NCLEX style testing. Bringing Your A Game to Work will be utilized. |
| Total Credits | 1 |
| Total Hours | 15 |

Course Competencies

1. Exhibit knowledge of the location and services rendered by the various support services on campus.
2. Comprehend what performance is expected of you in order to successfully complete each course.
3. Prioritize the various activities in your life.
4. Practice assertive communication in your personal, academic, and professional life.
5. Safely and accurately compute medication dosages.



North Central Kansas Technical College

KSPN 104- Nursing Care of Adults II

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness are also addressed. |
| Instructional Level | Certificate |
| Total Credits | 5 |

Course Competencies

1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team in regard to clients with commonly occurring health alterations that have predictable outcomes.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families, as well as professional relationships between members of the healthcare team.
6. Describe how information technology is used to access evidence, mitigate error, and communicate relevant information to members of the health care team.
7. Describe teaching strategies that can be used to reinforce the health education needs of clients with commonly occurring health alterations that have predictable outcomes.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational, time management, and priority-setting skills are used when providing care to adult clients.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients with commonly occurring health alterations that have predictable outcomes.



North Central Kansas Technical College

KSPN 111- Nursing Care of Adults II Clinical

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course focuses on the care of adult clients with common medical/surgical health problems. The clinical laboratory experience provides the student an opportunity to build on the theoretical concepts from Nursing Care of Adults I and II and implement safe client care in selected settings. Students are given the opportunity to practice leadership skills while managing a caseload of clients. |
| Instructional Level | Certificate |
| Total Credits | 3 |

Course Competencies

1. Identify priority assessment findings while performing a focused health assessment on clients experiencing common medical/surgical health alterations.
2. Assist in developing an evidence based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes.
3. Collaborate with members of the health care team serving as a client advocate when providing and coordinating client care.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence based literature as well as mitigate error and support clinical decision making with members of the health care team.
7. Evaluate client's acquisition of new knowledge and skills while reinforcing health education provided by members of the health care team.
8. Implement corrective actions for actual and potential safety risks to client, self, and others.
9. Participate in quality improvement activities developed to enhance client outcomes.
10. Use organizational, time management, and priority-setting skills when coordinating the care of adult clients and assigning and supervising unlicensed assistive personnel.
11. Adhere to ethical, legal and professional standards while maintaining accountability for the care provided to adult clients and their families.



North Central Kansas Technical College

KSPN 108- Maternal Child Nursing

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders. |
| Instructional Level | Certificate |
| Total Credits | 2 |

Course Competencies

1. Describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children.
3. Describe the role of members of the health care team in regard to childbearing women, newborns, and children.
4. Apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
6. Describe how information technology is used to support documentation of client and family educational needs and evidence-based practice in regard to the care of childbearing women, newborns, and children.
7. Describe the health education needs experienced by childbearing women, newborns, children, and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to childbearing women, newborns, children, and their families.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to childbearing women, newborns, children, and their families.



North Central Kansas Technical College

KSPN 118- Maternal Child Nursing Clinical

Course Outcome Summary

Course Information

| | |
|----------------------------|--|
| Description | This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Students are given the opportunity to observe the uncomplicated birth process and practice postpartum care as well as care of the newborn in the clinical laboratory setting. Common pediatric diseases and the growth and development process is the focus of child-related clinical laboratory experiences. |
| Instructional Level | Certificate |
| Total Credits | 1 |

Course Competencies

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



North Central Kansas Technical College

KSPN 114- Care of Aging Adults

Course Outcome Summary

Course Information

| | |
|----------------------------|--|
| Description | This course is designed to explore issues related to the aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care. |
| Instructional Level | Certificate |
| Total Credits | 2 |

Course Competencies

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



North Central Kansas Technical College

KSPN 120- Mental Health Nursing

Course Outcome Summary

Course Information

| | |
|----------------------------|--|
| Description | This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the nursing process and meeting the basic human needs of the client with a mental health disorder. |
| Instructional Level | Certificate |
| Total Credits | 2 |

Course Competencies

1. Describe how to perform a focused mental health assessment on clients with common mental health disorders.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
3. Describe the role of members of the health care team in regard to clients with common mental health disorders and their families.
4. Apply a basic knowledge of psychopathology, pharmacology, and nutrition as it relates to clients with common mental health disorders.
5. Articulate verbal and nonverbal communication techniques that support the development of trust, respect, security, and therapeutic nurse-client relationships.
6. Describe how information technology is used to support mental status assessments, client and family education, and evidence-based practice in regard to the care of clients with common mental health disorders and their families.
7. Describe the health education needs experienced by clients with common mental health disorders and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to clients with common mental health disorders.
10. Describe the role of the practical nurse in maintaining accountability for the delivery of standard-based, ethical and legal care to clients with common mental health disorders and their families.



North Central Kansas Technical College

KSPN 113- Leadership, Roles, and Issues

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course provides orientation to leadership roles of the LPN and related responsibilities. It will introduce issues to the student they will encounter in the workplace. |
| Instructional Level | Certificate |
| Total Credits | 1 |

Course Competencies

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



North Central Kansas Technical College

PN 109- Pharmacology for the PN

Course Outcome Summary

Course Information

| | |
|----------------------------|---|
| Description | This course provides an expansion to the principles of pharmacology with emphasis on nursing care related to drug categories. This course provides fundamental understanding of how to promote optimal client response to medication therapy by understanding the practical nursing role. |
| Instructional Level | Certificate |
| Total Credits | 1 |

Course Competencies

- 1. Discuss drug actions, side effects, adverse effects, nursing implications, contraindications, and interactions to common drug categories.**

Learning Objectives

- 1.a. Nursing role related to cardiovascular medications.
- 1.b. Nursing role related to respiratory medications.
- 1.c. Nursing role related to endocrine medications.
- 1.d. Nursing role related to infection medications.
- 1.e. Nursing role related to pain medications.
- 1.f. Nursing role related to neurovascular medications.
- 1.g. Nursing role related to gastrointestinal medications.

- 2. Identify important preadministration activities, ongoing nursing assessment, and appropriate nursing interventions.**

- 3. Discuss ways to promote optimal response to medication therapy.**

Learning Objectives

- 3.a. Ability to communicate appropriate education regarding medication.
- 3.b. Describes non-pharmaceutical measures to support medication therapy.

Stephenson, Chelsey [KSBN]

From: Martin, Janelle [KSBN]
Sent: Friday, May 15, 2020 4:43 PM
To: Stephenson, Chelsey [KSBN]
Subject: FW: Major Curriculum Request- NCK Tech
Attachments: Major Curriculum Change Request- PN Core.docx

One more Major CC for the Board meeting – thanks!

Regards,

Janelle B. Martin, MHA, BSN, RN
Kansas State Board of Nursing
Nursing Education Compliance Officer
785-296-5036

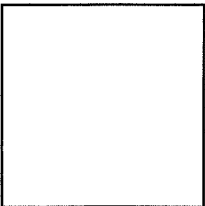


From: Melissa Crump <mcrump@ncktc.edu>
Sent: Friday, May 15, 2020 4:23 PM
To: Martin, Janelle [KSBN] <Janelle.Martin@ks.gov>
Subject: Major Curriculum Request- NCK Tech

EXTERNAL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good afternoon Janelle,

I am attaching the major curriculum request to be placed on the June agenda for the education board. Thank you for all your help with this! I really appreciate all your time and advice,
-Melissa



#10

**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: 2-10-2020

Name of Program: Kansas Practical Nurse Military Nurse Initiative

Program Administrator including credentials: _____

Parent Institution: _____

Address of Institution: _____

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

Briefly describe the Change being requested: Modification of curriculum to provide advance standing for veterans with specific military training/experience

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Major Curriculum Change Request for Military Veterans

Rationale for Change

The Kansas Council of Practical Nurse Educators convened a work group consisting of directors and faculty from four different PN programs to craft a proposal for providing military veterans with specific health care related MOS an opportunity to obtain advance standing in practical nursing programs. All PN programs were invited to participate. Representatives from Hutchinson Community College, Johnson County Community College, Manhattan Area Technical College, and WSU Tech participated. The work group included both program directors and PN faculty representatives.

The work group reviewed the military curricula these veterans had completed, compared that to the PN curriculum and came up with the recommendations being presented today. These recommendations are based on the following considerations:

1. Veterans with Navy HM0000/Air Force BMTCP 4NOX1, Air Force BMTCP 4N031/ICMT 4 NOX1C, or 68W Army Medic received training that provides a solid base for nursing education.
2. There are gaps in the practical nursing curriculum and the training these veterans received.
3. Not all veterans with this training were assigned duty stations within their MOS.
4. Faculty expressed a need to be able to verify skills and experience.

Based on those considerations, the work group recommends the following:

1. Meet Veterans admission criteria
2. Waive prerequisites or apply credit for prior learning to prerequisites based on completion of specific military health care training.
3. Foundations Clinical 1 credit hour to verify skills learned in military courses
4. Nursing Care of Adults I Clinical the same as all PN students in the program
5. Eligible to apply for prior learning credit for Nursing Care of Adults II clinical conditional upon:
 - a. Pass Nursing Care of Adults I Clinical
 - b. Recommendation from direct supervisor from military work experience, as completed upon admission to program

Attached are forms for references, review of applications, admission checklist, and a table comparing the core curriculum with the revisions available for veterans.

Supervisor Reference for Veterans Applying to PN Program

Name of applicant: _____

Date: _____

1. Did you have direct, day-to-day supervision of this applicant?

Yes _____

No _____

2. Would you consider hiring this applicant as a Licensed Practical Nurse (LPN) for employment for care of yourself or your family?

Yes _____

No _____

3. Please rate the following traits as they best describe the applicant's characteristics.

Use a scale of 1-5 with 1 being the lowest and 5 being the highest characteristic.

Organization of work _____

Time management _____

Ability to work with others _____

Workmanship _____

Adaptability _____

Initiative _____

Promptness _____

Leadership _____

Emotional Stability _____

Review Form for Veterans Applying to PN Programs

1. Meet Veterans admission criteria.

Yes____ No____

2. Waive prerequisites

Yes____ No____ (if no, why_____)

3. Foundations Clinical 1 credit hour to verify skills learned in military courses

Yes____ No____

4. Nursing Care of Adults I Clinical the same as all PN students in the program.

Yes____ No____

5. Eligible to apply for credit for prior learning for Nursing Care of Adults II Clinical conditional upon:

a. Pass Nursing Care of Adults I Clinical

Yes____ No____

b. Recommendation from direct supervisor from military work experience, as completed upon admission to program

Yes____ No____

Veteran Admission Checklist for PN Program Admission

1. Veteran MOS: Please choose one of the following:

____ Navy HM0000/Air Force BMTCP 4NOX1

____ Air Force BMTCP 4N031

____ Air Force Independent Duty Medical Technician ICMT 4 N0X1C

____ Army Health Care Specialist (68W Army Medic)

2. Current EMS National Registry Certificate

Yes _____ No _____

3. Work experience in MOS equal to 2000 direct care hours in last two years

Yes _____ No _____

4. Recommendation from direct supervisor utilizing recommendation form

Yes _____ No _____

5. Current military ID or DD214 verification

Yes _____ No _____

6. Met program specific admission requirements as established by individual programs

Yes _____ No _____

Revised Core PN Curriculum Compared to Medic PN Curriculum

| PN Core Curriculum | Credit hours | Medic to PN Curriculum | Credit Hours |
|---|-------------------------|---|-------------------------|
| KSPN Foundations of Nursing | 4 | KSPN Foundations of Nursing | 4 |
| KSPN Foundations of Nursing Clinical | 1-2 | KSPN Foundations of Nursing Clinical | 1 |
| KSPN Nursing Care of Adults I | 4-5 | KSPN Nursing Care of Adults I | 4-5 |
| KSPN Nursing Care of Adults I Clinical | 1-3 | KSPN Nursing Care of Adults I Clinical | 1-3 |
| KSPN Maternal Child Nursing | 2 | KSPN Maternal Child Nursing | 2 |
| KSPN Maternal Child Nursing Clinical | 1 | KSPN Maternal Child Nursing Clinical | 1 |
| KSPN Care of Aging Adults | 2 | KSPN Care of Aging Adults | 2 |
| KSPN Mental Health Nursing | 2 | KSPN Mental Health Nursing | 2 |
| KSPN Fundamentals of Pharmacology | 1.5 didactic 0.5 lab | KSPN Fundamentals of Pharmacology | 1.5 didactic 0.5 lab |
| KSPN Nursing Care of Adults II | 4-5 | KSPN Nursing Care of Adults II | 4-5 |
| KSPN Nursing Care of Adults II Clinical | 1-3 | KSPN Nursing Care of Adults II Clinical | CPL* |
| KSPN Leadership, Roles, and Issues | 1-2 | KSPN Leadership, Roles, and Issues | 1-2 |
| Total credits | 25-32 | | 24-28 |

*Credit for prior learning

Prerequisites:

| PN Core | Credit Hours | Medic to PN | Credit Hours |
|------------------------------|--------------|-------------|--------------|
| Human Anatomy and Physiology | 4 | Waived | |
| Human Growth and Development | 3 | Waived | |

Note that specific colleges may require additional prerequisites, for example, General Psychology is a prerequisite at many colleges for a student to be able to take Human Growth and Development. Some colleges require a nutrition course as a prerequisite. The work group is recommending all prerequisites be waived, based on the training and experience. Recommend this be a three year pilot to see if this works. Compare military veterans with other students

An example of how it might apply at a specific school – WSU Tech:

| PN Core Curriculum at WSU Tech | Credit hours | Medic to PN Curriculum | Credit Hours |
|---|-------------------------|---|-------------------------|
| KSPN Foundations of Nursing | 4 | KSPN Foundations of Nursing | 4 |
| KSPN Foundations of Nursing Clinical | 2 | KSPN Foundations of Nursing Clinical | 1 |
| KSPN Nursing Care of Adults I | 5 | KSPN Nursing Care of Adults I | 5 |
| KSPN Nursing Care of Adults I Clinical | 3 | KSPN Nursing Care of Adults I Clinical | 3 |
| KSPN Maternal Child Nursing | 2 | KSPN Maternal Child Nursing | 2 |
| KSPN Maternal Child Nursing Clinical | 1 | KSPN Maternal Child Nursing Clinical | 1 |
| KSPN Care of Aging Adults | 2 | KSPN Care of Aging Adults | 2 |
| KSPN Mental Health Nursing | 2 | KSPN Mental Health Nursing | 2 |
| KSPN Fundamentals of Pharmacology | 1.5 didactic 0.5 lab | KSPN Fundamentals of Pharmacology | 1.5 didactic 0.5 lab |
| KSPN Nursing Care of Adults II | 5 | KSPN Nursing Care of Adults II | 5 |
| KSPN Medical Surgical Nursing II Clinical | 3 | KSPN Medical Surgical Nursing II Clinical | CPL* |
| KSPN Leadership, Roles and Issues | 2 | KSPN Leadership, Roles and Issues | 2 |
| Total credits | 32 | | 28 |
| | | | |

Prerequisites at WSU Tech

| | | | |
|--------------------------|----|---------------|---|
| Anatomy and Physiology | 5 | waived | |
| Principles of Nutrition | 3 | Waived | |
| Transition to Nursing | 2 | Bridge Course | 2 |
| General Psychology | 3 | Waived | |
| Developmental Psychology | 3 | Waived | |
| Total | 16 | | 2 |

Total credits

48

30

The exact savings in credits might vary from one college to another, depending on how many hours of flex credit are in specific courses.

SECRET
#19

**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: 2/14/2020

Name of Program: Washburn Institute of Technology Practical Nursing

Program Administrator including credentials: Dr. Brianne Ford, Ph.D, RN, RAC-CT

Parent Institution: Washburn University

Address of Institution: 5724 SW Huntoon, Topeka, KS 66604

Level of the Program for which the change is being requested Full-time and Part-time PN Program (Level 1 and Level 2)

Briefly describe the

Change being requested: To revise the entire Washburn Tech PN program including incorporation of the revised PN core curriculum, reduce the required credit hours from 48 to 47 credits, update the course names, eliminate the clinical component for Role Development, add a new course called NCLEX-PN to the curriculum, and accept the proposed course sequence with its respective credit hours.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

Prelicensure Major Curriculum Change Request

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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



Rationale for the Change:

Thank you for taking the time to review this Major Curriculum Change Request for the Practical Nursing Program at Washburn Tech. In summary, we are adjusting the course sequence and credit hours throughout the program to align with the revised PN core. The curriculum alignment is required by the Kansas Board of Regents with implementation in the fall of 2020.

The faculty participated in the revision process and accepted the updated curriculum in our faculty meeting on October, 21 2019 (see meeting minutes).

The change was presented to the PN Advisory Board on November 4, 2019 and approved by participants (see meeting minutes). It was also submitted electronically to members who were unable to attend the meeting.

The Washburn Tech Curriculum Committee accepted the propose curriculum revisions on January 21, 2020 (see meeting minutes).

The new allocation of credit hours improves the flow of our courses from one session/semester to the other. Additionally, the changes to Fundamentals of Pharmacology and Safe Medication Administration will improve the learning experience for students, since it now has a didactic and clinical component. Lastly, we believe that adding pharmacology content to Nursing Care of Adults I and II along with IV Therapy will better prepare students for the NCLEX examination and workforce.

How will this impact the textbook and other fees?

There will be a drop in the total number of required credit hours for all LPN students from 48 to 47 credits. Additionally, a new course called NCLEX-PN incorporates two new ATI products: ATI Capstone and ATI Live Review. Therefore, we anticipate an increase in student fees by approximately \$600 with the addition of ATI Capstone and ATI Live Review.

Rationale: Our 2019 pass rates are currently at 86%, down from 99% the previous year. We credit this drop in pass rates to a decrease in the quality of our applicants and admission process. Consequently, we believe that it is necessary to add a course that is specifically focused on NCLEX preparation.

What impact will this have on your budget?

We anticipate a need to purchase new low-fidelity simulators for our skills lab and mid to high-fidelity simulators for our simulation center. Additionally, we will need to increase the number of available IV pumps, simulation arms, and kangaroo pumps in the simulation center for the new curriculum.



KBOR LPN ALIGNMENT PROGRAM OUTCOMES

AT THE COMPLETION OF THE PRACTICAL NURSING PROGRAM, THE GRADUATE WILL DEMONSTRATE THE FOLLOWING IN A STRUCTURED SETTING:

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

Practical Nursing Prerequisites

| Current Prerequisite Courses | Credit Hours | Clock Hours | New Prerequisites Courses | Credit Hours | Clock Hours |
|------------------------------------|--------------|-------------|--|--------------|-------------|
| HCT 132 Anatomy and Physiology | 4 | 60 | HCT 132 Human Anatomy and Physiology | 4 | 60 |
| HCT 133 Anatomy and Physiology Lab | 2 | 45 | HCT 133 Human Anatomy and Physiology Lab | 2 | 45 |
| HCT 141 Nutrition | 3 | 45 | HCT 141 Nutrition | 3 | 45 |
| HCT 131 Human Development | 3 | 45 | HCT 131 Human Growth and Development | 3 | 45 |
| Total | 12 | 195 | Total | 12 | 195 |

Practical Nursing Full-time Course Requirements

| Level 1 Current Courses | Credit Hours | Clock Hours | Level 1 New Course Sequence | Credit Hours | Clock Hours |
|---|---------------------|--------------------|---|---------------------|--------------------|
| PNS 121 Strategies for Success | 2 | 30 | <u>First Half of the Semester</u> PNS 121 Strategies for Success | 2 | 30 |
| PNS 101 Foundations of Nursing | 4 | 60 | PNS 101 KSPN Foundations of Nursing | 4 | 60 |
| PNS 115 Foundations of Nursing Clinical | 2 | 90 | PNS 115 KSPN Foundations of Nursing Clinical | 2 | 90 |
| PNS 111 Pharmacology | 3 | 45 | | | |
| PNS 161 Medical Surgical Nursing I | 4 | 60 | <u>Second Half of the Semester</u> PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration | 2 | 45 |
| PNS 166 Medical Surgical Nursing I Clinical | 3 | 135 | PNS 161 KSPN Nursing Care of Adults I | 5 | 75 |
| | | | PNS 166 KSPN Nursing Care of Adults I Clinical | 2 | 90 |
| Total | 18 | 420 | Total | 17 | 390 |

| Level 2 Current Courses | Credit Hours | Clock Hours | Level 2 New Course Sequence | Credit Hours | Clock Hours |
|--|---------------------|--------------------|--|---------------------|--------------------|
| PNS 211 Medical Surgical Nursing II | 4 | 60 | <u>First Half of the Semester</u> PNS 211 KSPN Nursing Care of Adults II | 5 | 75 |
| PNS 216 Medical Surgical Nursing II Clinical | 3 | 135 | PNS 216 KSPN Nursing Care of Adults II Clinical | 3 | 135 |
| PNS 230 Gerontology | 2 | 30 | PNS 230 KSPN Care of Aging Adults | 2 | 30 |
| PNS 221 Maternal Child Nursing | 2 | 30 | | | |
| PNS 226 Maternal Child Nursing Clinical | 1 | 45 | <u>Second Half of the Semester</u> PNS 221 KSPN Maternal Child Nursing | 2 | 30 |
| PNS 240 Mental Health Nursing | 2 | 30 | PNS 226 KSPN Maternal Child Nursing Clinical | 1 | 45 |
| PNS 230 Role Development | 2 | 30 | PNS 240 KSPN Mental Health Nursing | 2 | 30 |
| PNS 255 Role Development Clinical | 2 | 90 | PNS 230 KSPN Leadership, Roles, and Issues | 2 | 30 |
| | | | PNS -- NCLEX- PN | 1 | 15 |
| Total | 18 | 450 | Total | 18 | 390 |
| Program Total | 48 | 1065 | Program Total | 47 | 975 |

Practical Nursing Part-time Course Requirements

| Level 1 Current Courses | Credit Hours | Clock Hours | Level 1 New Course Sequence | Credit Hours | Clock Hours |
|--|---------------------|--------------------|--|---------------------|--------------------|
| Semester 1 | | | Semester 1 | | |
| PNS 121 Strategies for Success | 2 | 30 | PNS 121 Strategies for Success | 2 | 30 |
| PNS 101 Foundations of Nursing | 4 | 60 | PNS 101 KSPN Foundations of Nursing | 4 | 60 |
| PNS 115 Foundations of Nursing Clinical | 2 | 90 | PNS 115 KSPN Foundations of Nursing Clinical | 2 | 90 |
| PNS 111 Pharmacology | 3 | 45 | PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration | 2 | 45 |
| Total | 11 | 225 | Total | 10 | 225 |
| Semester 2 | | | Semester 2 | | |
| PNS 161 Medical Surgical Nursing I | 4 | 60 | PNS 161 KSPN Nursing Care of Adults I | 5 | 75 |
| PNS 166 Medical Surgical Nursing I Clinical | 3 | 135 | PNS 166 KSPN Nursing Care of Adults I Clinical | 2 | 90 |
| PNS 221 Maternal Child Nursing | 2 | 30 | PNS 221 KSPN Maternal Child Nursing | 2 | 30 |
| PNS 226 Maternal Child Nursing Clinical | 1 | 45 | PNS 226 KSPN Maternal Child Nursing Clinical | 1 | 45 |
| Total | 10 | 270 | Total | 10 | 240 |
| Summer Session | | | Summer Session | | |
| PNS 230 Gerontology | 2 | 30 | PNS 230 KSPN Care of Aging Adults | 2 | 30 |
| PNS 240 Mental Health Nursing | 2 | 30 | PNS 240 KSPN Mental Health Nursing | 2 | 30 |
| Total | 4 | 60 | Total | 4 | 60 |
| Semester 3 | | | Semester 3 | | |
| PNS 211 Medical Surgical Nursing II | 4 | 60 | PNS 211 KSPN Nursing Care of Adults II | 5 | 75 |
| PNS 216 Medical Surgical Nursing II Clinical | 3 | 135 | PNS 216 KSPN Nursing Care of Adults II Clinical | 3 | 135 |
| PNS 230 Role Development | 2 | 30 | PNS 230 KSPN Leadership, Roles, and Issues | 2 | 30 |
| PNS 255 Role Development Clinical | 2 | 90 | PNS -- NCLEX- PN | 1 | 15 |
| Total | 11 | 315 | Total | 11 | 255 |
| Program Total | 48 | 1065 | Program Total | 47 | 975 |



KSPN Foundations of Nursing Course Syllabus

Course Information:

Course Number and Title: PNS 101 - KSPN Foundations of Nursing

Total Credit/Contact Hours: 4.00

Theory Credit: 4.00

Prerequisites: An approved Anatomy and Physiology course of 6 credit hours, including lab from an accredited college, completed within the last 5 years with a grade of "C" or better. Admission to the Practical Nursing program. Must be taken concurrently with PNS 115 KSPN Foundations of Nursing Clinical.

Course Description:

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

Course Objectives:

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

Course Content

Nursing Role and Scope of Practice

Spectrum of Healthcare

Profession Related Concepts/ Relationship-Centered Care

Profession Related Concepts/ Teamwork and Collaboration

Profession Related Concepts/ Evidence-Based Practice

Profession Related Concepts/ Quality Improvement

Profession Related Concepts/ Safety
Profession Related Concepts/ Informatics
Profession Related Concepts/ Client Education
Profession Related Concepts/ Professionalism
Profession Related Concepts/ Leadership
Client Related Concepts/ Rest and Sleep
Client Related Concepts/ Sensory perception
Client Related Concepts/ Documentation
Client Related Concepts/ Hygiene
Client Related Concepts/ Activity and Exercise
Client Related Concepts/ Infection Control
Client Related Concepts/ Elimination
Client Related Concepts/Oxygenation
Client Related Concepts/ Nutrition
Client Related Concepts/ Comfort/Pain
Client Related Concepts/ Body Mechanics and Ergonomics
Client Related Concepts/ Nursing Process
Client Related Concepts/ /Focused Assessment



KSPN Fundamentals of Pharmacology and Safe Medication Administration Course Syllabus

Course Information:

Course Number and Title: PNS 111- KSPN Fundamentals of Pharmacology and Safe Medication Administration

Total Credit/Contact Hours: 2.00

Clinical Credit/Contact Hours: 0.50

Theory Credit/Contact Hours: 1.50

Prerequisites: Must be taken concurrently with PNS 121 Strategies for Success and PNS 101 KSPN Foundations of Nursing.

Course Description:

This course provides an introduction to the principles of pharmacology. Emphasis is placed on nursing care related to the safe calculation and administration of medications to clients across the life span.

Course Objectives:

1. Discuss the principles of pharmacology, pharmacokinetics, and pharmacodynamics in relation to medication therapy.
2. Discuss nursing implications and concepts of safety when performing medication administration.
3. Demonstrate proper techniques that support safe medication administration.
4. Describe the legal and ethical implications/aspects of medication administration.

Course Content:

Principles of Pharmacology

Safe Medication Administration

Clinical Lab Objectives

Apply the rights of medication administration

Perform basic metric conversions and dosage calculations

Demonstrate proper techniques that support safe medication administration



KSPN Care of Aging Adults Course Syllabus

Course Information:

Course Number and Title: PNS 230- KSPN Care of Aging Adults

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Prerequisites: PNS 161 KSPN Nursing Care of Adults I, PNS 166: KSPN Nursing Care of Adults I Clinical

Course Description:

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

Course Objectives:

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

Content Units:

Ageism

Alterations in physiological functioning associated with the aging process.

Psycho-social, spiritual and cultural considerations

End-of-Life and Palliative Care

Restorative and Rehabilitative Care

Role of the practical nurse across the continuum of care for aging adults.

Health Promotion and Disease Prevention

Legal and Ethical Issues

Health assessment



KSPN Mental Health Nursing Course Syllabus

Course Information:

Course Number and Title: PNS 240 - KSPN Mental Health Nursing

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Prerequisites: PNS 161 KSPN Nursing Care of Adults I, PNS 166 KSPN Nursing Care of Adults I Clinical.

Course Description:

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

Course Objectives:

1. Describe how to perform a focused mental health assessment on clients with common mental health disorders.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
3. Describe the role of members of the health care team in regard to clients with common mental health disorders and their families.
4. Apply a basic knowledge of psychopathology, pharmacology, and nutrition as it relates to clients with common mental health disorders.
5. Articulate verbal and nonverbal communication techniques that support the development of trust, respect, security, and therapeutic nurse-client relationships.
6. Describe how information technology is used to support mental status assessments, client and family education, and evidence-based practice in regard to the care of clients with common mental health disorders and their families.
7. Describe the health education needs experienced by clients with common mental health disorders and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to clients with common mental health disorders.
10. Describe the role of the practical nurse in maintaining accountability for the delivery of standard-based, ethical and legal care to clients with common mental health disorders and their families.

Course Content:

Explore the Concepts of Mental Health, Wellness and Illness/ Foundations of Mental Health Nursing

Explore the Concepts of Mental Health, Wellness and Illness/ Psychosocial Theories

Explore the Concepts of Mental Health, Wellness and Illness/ Treatment Settings and Therapeutic Programs

Explore the Concepts of Mental Health, Wellness and Illness/ Legal and Ethical Issues
Investigate Therapeutic Modalities/ Therapeutic Relationships
Investigate Therapeutic Modalities/ Therapeutic Communication
Investigate Therapeutic Modalities/ Mental Health Assessment
Investigate Therapeutic Modalities/ Pharmacotherapeutics, Electrophysiotherapy, and Psychotherapy
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Anxiety Disorders
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Schizophrenia
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Mood Disorders
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Personality Disorders
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Eating Disorders
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Somatic Symptom Illnesses
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Child and Adolescent Disorders
Explore the Nursing Care of Clients with Common Mental Health Disorders/ Cognitive Disorders
Identify Nursing Care for Clients Experiencing Abuse, Neglect or Chemical Dependency/ Anger, Hostility, and Aggression
Identify Nursing Care for Clients Experiencing Abuse, Neglect or Chemical Dependency/ Abuse and Violence
Identify Nursing Care for Clients Experiencing Abuse, Neglect or Chemical Dependency/ Substance Abuse



KSPN Maternal Child Nursing Course Syllabus

Course Information:

Course Number and Title: PNS 221 - KSPN Maternal Child Nursing

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Prerequisites: PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration, PNS 211 KSPN Nursing Care of Adults II, PNS 216 KSPN Nursing Care of Adults II Clinical. Must be taken concurrently with PNS 226 KSPN Maternal Child Nursing Clinical. (Evening program prerequisites: PNS 161 Nursing Care of Adults I, PNS 166 Nursing Care of Adults I Clinical).

Course Description:

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

Course Objectives:

1. Describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children.
3. Describe the role of members of the health care team in regard to childbearing women, newborns, and children.
4. Apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
6. Describe how information technology is used to support documentation of client and family educational needs and evidence-based practice in regard to the care of childbearing women, newborns, and children.
7. Describe the health education needs experienced by childbearing women, newborns, children, and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to childbearing women, newborns, children, and their families.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to childbearing women, newborns, children, and their families.

Course Content:

Trends in maternal health care
Legal/ethical issue
Reproductive health care
Antepartum care
Intrapartum care
Postpartum care
Newborn care
Basic Concepts of Pediatric Nursing
Communicable diseases
Pediatric emergencies and accident prevention
Dehydration and Over-hydration
Alteration in Regulation and Metabolism
Alteration in Oxygenation
Alteration in Cardiac Output and Tissue Perfusion
Alteration in Cognition and Sensation
Alteration in Integument
Alteration in Mobility
Alteration in Elimination



KSPN Leadership, Roles, and Issues Course Syllabus

Course Information:

Course Number and Title: PNS 250- KSPN Leadership, Roles, and Issues

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Prerequisites: PNS 111 KSPN Fundamental of Pharmacology and Safe Medication Administration, PNS 211 KSPN Nursing Care of Adults II, PNS 216 KSPN Nursing Care of Adults II Clinical.

Course Description:

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

Course Objectives:

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

Course Content:

Health Care Issues

Organizational Issues

Transition Issues

Leadership vs. Management

Legal and Ethical Considerations

Leadership and influence

Teamwork, Communication, and Conflict Resolution

Communication and Conflict Management

Clinical Decision Making

Quality Improvement

Career Development



KSPN Nursing Care of Adults I Course Syllabus

Course Information:

Course Number and Title: PNS 161- KSPN Nursing Care of Adults I

Total Credit/Contact Hours: 5.00

Theory Credit/Contact Hours: 5.00

Prerequisite: PNS 121 Strategies for Success, PNS 101 KSPN Foundations of Nursing, PNS 115 KSPN Foundations of Nursing Clinical, PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration. Must be taken concurrently with PNS 166 KSPN Nursing Care of Adults I Clinical.

Course Description:

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

Course Objectives:

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

Course Content

Alterations in Fluid and Electrolytes

Alteration in Oxygenation

Alterations in Cardiac Output and Tissue Perfusion

Alterations in Regulation and Metabolism

Alterations in Integument

Pre- and Postoperative Ca

Intermediate/advanced Nursing Skills

Intravenous Therapy (Content included in the course will be consistent with the Kansas Nurse Practice Act)



KSPN Nursing Care of Adults II Course Syllabus

Course Information:

Course Number and Title: PNS 211- KSPN Nursing Care of Adults II

Total Credit/Contact Hours: 5.00

Theory Credit/Contact Hours: 5.00

Prerequisites: PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration, PNS 161 KSPN Nursing Care of Adults I, PNS 166 KSPN Nursing Care of Adults I Clinical. Must be taken concurrently with PNS 216: KSPN Nursing Care of Adults II Clinical.

Course Description:

This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness are also addressed.

Course Objectives:

1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team in regard to clients with commonly occurring health alterations that have predictable outcomes.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families, as well as professional relationships between members of the healthcare team.
6. Describe how information technology is used to access evidence, mitigate error, and communicate relevant information to members of the health care team.
7. Describe teaching strategies that can be used to reinforce the health education needs of clients with commonly occurring health alterations that have predictable outcomes.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational, time management, and priority-setting skills are used when providing care to adult clients.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients with commonly occurring health alterations that have predictable outcomes.

Course Content:

Fluids, Electrolytes, and Acid-Base Balance

Alterations in Cognition and Sensation

Alterations in Immunity and Hematology

Alterations in Mobility

Alterations in Reproduction

Alterations in Elimination

Emergency Preparedness

Intermediate/advanced Nursing Skills



KSPN Foundations of Nursing Clinical Course Syllabus

Course Information:

Course Number and Title: PNS 115 - KSPN Foundations of Nursing Clinical

Total Credit/Contact Hours: 2.00

Clinical Credit/Contact Hours: 2.00

Prerequisites: An approved Anatomy and Physiology course of 6 credit hours, including lab from an accredited college, completed within the last 5 years with a grade of "C" or better. Admission to the Practical Nursing program. Must be taken concurrently with PNS 101: KSPN Foundations of Nursing

Course Description:

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

Course Objectives:

1. Practice assessment techniques on adult clients recognizing expected findings.
2. Apply the nursing process to client care that is based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences.
3. Describe the various roles of members of the inter-professional health care team, including nurse as advocate.
4. Practice using effective verbal and non-verbal communication techniques with educators, peers, and clients.
5. Demonstrate how to safely and securely use client care technology while documenting in an accurate and timely manner.
6. Use current evidence as a basis for nursing practice.
7. Identify education needs of clients based on data.
8. Practice establishing a safe environment for client, self, and others.
9. Identify concerns related to the quality of client care.
10. Demonstrate professional behaviors in academic and client care settings.
11. Practice leadership skills that support the educational process (organization, time management, priority-setting).

Course Content:

Documentation Skills Lab
Nursing Process
Hygiene Skills Lab
Infection Control Skills Lab
Wound Care Lab

Comfort Skills Lab
Urinary and Bowel Elimination
Oxygenation Skills Lab
Nutrition Skills Lab
Regulation and Metabolism Lab
Cognition and Sensation Lab
Cardiac Output and Tissue Perfusion Lab
Post-mortem Care and Tissue/Organ Donation

Clinical Objectives:

- A. Provide nursing care that is relationship-centered, caring, culturally-sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
- B. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
- C. Use current evidence as a basis for nursing practice.
- D. Use information and client care technology to support the delivery of safe, quality client care.
- E. Participate in quality improvement practices evaluating their effect on client outcomes.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
- G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
- H. Use leadership skills that support the provision and coordination of client care.



KSPN Nursing Care of Adults I Clinical Course Syllabus

Course Information:

Course Number and Title: PNS 166- KSPN Nursing Care of Adults I Clinical

Total Credit/Contact Hours: 2.00

Clinical Credit/Contact Hours: 2.00

Prerequisites: PNS 101 KSPN Foundations of Nursing, PNS 115 KSPN Foundations of Nursing Clinical. Must be taken concurrently with PNS 161 KSPN Nursing Care of Adults I.

Course Description:

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

Course Objectives:

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

IV Therapy (As permitted by virtue of Kansas Nurse Practice Act)

Unit Objectives:

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

inical Objectives:

- A. Provide nursing care that is relationship-centered, caring, culturally-sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
- B. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
- C. Use current evidence as a basis for nursing practice.
- D. Use information and client care technology to support the delivery of safe, quality client care.
- E. Participate in quality improvement practices evaluating their effect on client outcomes.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
- G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
- H. Use leadership skills that support the provision and coordination of client care.
 - H.1. Use organizational and time management when providing client care.
 - H.2. Support assistive personnel with client care tasks.
 - H.3. Supervise assistive personnel to whom tasks have been assigned.



KSPN Nursing Care of Adults II Clinical Course Syllabus

Course Information:

Course Number and Title: PNS 216 - KSPN Nursing Care of Adults II Clinical

Total Credit/Contact Hours: 3.00

Clinical Credit/Contact Hours: 3.00

Prerequisites: PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration, PNS 161 KSPN Nursing Care of Adults I, PNS 166 KSPN Nursing Care of Adults I Clinical. Must be taken concurrently with PNS 211 KSPN Nursing Care of Adults II.

Course Description:

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

Course Objectives:

1. Identify priority assessment findings while performing a focused health assessment on clients experiencing common medical/surgical health alterations.
2. Assist in developing an evidence based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes.
3. Collaborate with members of the health care team serving as a client advocate when providing and coordinating client care.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence based literature as well as mitigate error and support clinical decision making with members of the health care team.
7. Evaluate client's acquisition of new knowledge and skills while reinforcing health education provided by members of the health care team.
8. Implement corrective actions for actual and potential safety risks to client, self, and others.
9. Participate in quality improvement activities developed to enhance client outcomes.

10. Use organizational, time management, and priority-setting skills when coordinating the care of adult clients and assigning and supervising unlicensed assistive personnel.
11. Adhere to ethical, legal and professional standards while maintaining accountability for the care provided to adult clients and their families.

Clinical Objectives:

- A. Provide nursing care that is relationship-centered, caring, culturally-sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
- B. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
- C. Use current evidence as a basis for nursing practice.
- D. Use information and client care technology to support the delivery of safe, quality client care.
- E. Participate in quality improvement activities evaluating their effect on client outcomes.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
- G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice
- H. Use leadership skills that support the provision and coordination of client care.



KSPN Maternal Child Nursing Clinical Course Syllabus

Course Information:

Course Number and Title: PNS 226 - KSPN Maternal Child Nursing Clinical

Total Credit/Contact Hours: 1.00

Clinical Credit/Contact Hours: 1.00

Prerequisites: PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration. PNS 211 KSPN Nursing Care of Adults II, PNS 216 KSPN Nursing Care of Adults II Clinical. Must be taken concurrently with PNS 221 KSPN Maternal-Child Nursing. (Evening program prerequisites: PNS 161 Nursing Care of Adults I; PNS 166 Nursing Care of Adults I Clinical).

Course Description:

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

Course Objectives:

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

Clinical Objectives:

- A. Provide nursing care that is relationship-centered, caring, culturally-sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
- B. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
- C. Use current evidence as a basis for nursing practice.
- D. Use information and client care technology to support the delivery of safe, quality client care.
- E. Participate in quality improvement practices evaluating their effect on client outcomes.
- F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
- G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
- H. Use leadership skills that support the provision and coordination of client care.



PNS121 Strategies for Success Syllabus

Course Information

Course Number and Title: PNS 121- Strategies for Success

Total Credit/Contact Hours: 2.00

Theory Credit/Contact Hours: 2.00

Prerequisites: An approved Anatomy and Physiology course of 6 credit hours, including lab from an accredited college, completed within the last 5 years with a grade of "C" or better. Admission to the Practical Nursing program

Description

This course is the first in a sequence of practical nursing courses and is designed as an introduction to the many facets of the college experience. Emphasis is placed on factors affecting student success. This includes orientation to the academic arena, study skills, computer proficiency, skills procedures and basic mathematic skills. Medical terminology will also be reviewed for proficiency. Concepts and skills learned in this class will be enhanced in subsequent courses.

Student Learning Outcomes:

- A. Communicate effectively
- B. Integrate technology
- C. Learn effectively
- D. Demonstrate cooperative teamwork skills
- E. Apply safety in the workplace
- F. Think critically and creatively
- G. Demonstrate responsible work ethics

Competencies

Unit I: Orientation

Unit II: Study Skills

Unit III: Computer Skills

Unit IV: Basic Math Skills

Unit V: Medical Terminology



PNS-- NCLEX-PN

Course Information

Course Number and Title: PNS-- NCLEX-PN

Total Credit/Contact Hours: 1.00

Theory Credit/Contact Hours: 1.00

Prerequisites: PNS 101 KSPN Foundations of Nursing, PNS 115 KSPN Foundation of Nursing Clinical, PNS 111 KSPN Fundamentals of Pharmacology and Safe Medication Administration, PNS 121 Strategies for Success, PNS 161 KSPN Nursing Care of Adults I, PNS 166 KSPN Nursing Care of Adults I Clinical.

Course Description

This course is designed to provide a structured review of key content in the PN program. Test-taking strategies for NCLEX and requirements for NCLEX exam registration will be covered in this course. Review materials will be focused on foundations of nursing, care of the adult, mental health, pharmacology, maternal-child nursing, and leadership. The course will end with a comprehensive predictor to determine the student's readiness for the NCLEX exam.

Student Learning Outcomes

1. Apply various test-taking strategies in preparation for NCLEX
2. Devise a NCLEX study-plan that addresses areas of strength and weakness
3. Employ the standards of nursing care to guide decision-making for adult and child clients
4. Use the assessment and nursing process to identify changes in body systems, patient safety concerns, and prioritize patient care needs.
5. Complete the registration process for the NCLEX exam
6. Analyze complex NCLEX-style questions related to foundations of nursing, pharmacology, care of the adult, maternal-child nursing, mental health, and nursing leadership.

Course Content

A. Test Taking Strategies

Unit Objectives

1. Review a variety of test-taking strategies
2. Develop a self-reflection identifying areas of strength and weakness
3. Develop a study-plan for NCLEX preparation based on the student's school and life responsibilities

B. Review of key content areas from PN courses

Unit Objectives

1. ATI Capstone Review: Foundations of Nursing, Pharmacology, Care of the adult, Maternal-Child Nursing, Mental Health, and Nursing Leadership.
2. Identify individual areas of weakness based on capstone review and develop a plan for remediation
3. Revise self-reflection and NCLEX study-plan to address those areas of weakness.

- 4. ATI Live Review
- C. NCLEX Registration Guidelines
 - Unit Objective
 - 1. Review the requirements for NCLEX registration
- D. NCLEX Practice Questions/Tests
 - Unit Objectives
 - 1. Complete a series of NCLEX practice test from required text
 - 2. Identify and review content areas as needed
- E. Comprehensive Predictor
 - 1. Complete the ATI Comprehensive predictor

| | | | |
|------------------------------|---|--|--|
| | Health Department will be updated by Spring of 2020. Dr. Ford shared the spreadsheet showing the status of our affiliation agreements with our clinical site. Faculty were reminded that facilities coded in Red could not be used at this time. | | |
| Action Items | | | |
| Pinning Ceremony | Discussed the possibility of adding the Nightengale pledge to the pinning ceremony. Dr. Ford discussed the tradition of the Nightengale pledge and described how it could be incorporated into our ceremony. Kathy agreed that they have done it in the past and it would be a nice addition to the program. The rest of the faculty were open to trying it in the Fall and if it works well, then adding it to the Spring as well. | Dr. Ford requested a motion to change the pinning script and add the nightingale pledge. Kathy moved, Ashley 2 nd All were in favor, motion passes. | Dr. Ford will update the pinning script and order Nightengale Lanterns and Roses |
| KBOR PN Curriculum Alignment | Faculty received the first draft of the curriculum via email and made recommendations for change by emailing Dr. Ford directly or stopping by her office. The final draft of the curriculum was reviewed in this meeting. | Faculty approved the NCLEX-PN curriculum with minor edits. Kathy presented a motion to approve the new PN course sequence using the outlined | Dr. Ford will update the draft to reflect the approved changes. Dr. Ford will also update the draft to correct the credit hour discrepancy and improve the wording on the learning outcomes in NCLEX-PN. |

| | | | |
|--|--|--|--|
| | <p>Dr. Ford presented the curriculum for Nursing Strategies, recommended that we leave the curriculum the same. Dodie requested that we remove Unit V and Kathy agreed.</p> <p>Dr. Ford reviewed the final course sequence, for the full-time program. Everyone agreed it was appropriate.</p> <p>Discussed the clinical hours for Med Surg I and II. Dr. Ford and Kathy made recommendations to decrease the Med Surg I clinical hours to 2 credit to improve the transition from Foundations to Med Surg I. Doing so would give each level a total of 4 credit hours for clinical. All agreed this would be a better approach.</p> <p>Reviewed the PN curriculum alignment as posted on the KBOR website. Some discussion about the Foundations Skills lab and required check-offs. Some concerns about available equipment in the skills lab and a need to update equipment in the sim studio. Discussed the 0.5 clinical hours for pharmacology and how that will be executed.</p> | <p>KBOR curriculum with minor edits.</p> <p>Dodie 2nd the motion</p> <p>All were in favor, motion passes.</p> | <p>We will present the new curriculum to our advisory board on November 4, 2019.</p> |
|--|--|--|--|

| | | | |
|--|---|--|--|
| | <p>Discussed the need to order new supplies based on the new curriculum. Faculty agreed to adopt the KBOR curriculum.</p> <p>Dr. Ford presented the curriculum for a new course NCLEX-PN. Discussed the course content and ATI components. This course would be heavily focused on NCLEX preparation and include the following products in the bookstore: ATI Capstone, NCLEX Review Guide, Live Review, and Comp Predictor. Students would be expected to register for NCLEX by the end of this course, but not required. Dr. Ford discussed Bloom's taxonomy and possible changes to the wording on the learning outcomes.</p> <p>Dr. Ford and Kathy reviewed the part-time sequence. There was a discrepancy in the total credit hours. After review, it was agreed that the new curriculum would be a total of 47 credit.</p> | | |
|--|---|--|--|

| | | | |
|---|---|--|--|
| <p>Clinical Placements Across the program</p> | <p>Briefly discussed the Foundation and MS I rotations. Some concern with using KRH for IV therapy. Will have to revisit the clinical placements for MS I and Foundations.</p> <p>Agreed to table the discussion on clinical sites until the next faculty meeting.</p> | | |
| <p>Third Quarter Pass Rates</p> | <p>Some discussion about third quarter pass rates. We are already at 86% for 2019 with one more quarter still remaining. This is the lowest pass rate for Washburn Tech in a few years. Some discussion on the intake process, nursing faculty want to get more involved with the selection process. The intake meeting is scheduled for November 11th. Faculty think the Fall 2019 cohort is strong.</p> <p>Faculty believe that adding NCLEX-PN is a proactive step to addressing our pass rate.</p> <p>Will revisit this discussion in the next meeting</p> | | |

| | | | |
|---|---|------------------------------------|---|
| <p>Announcements</p> | <p>Dr. Ford read the announcements as listed on the agenda:</p> <p>I will manage the program budget moving forward, please see me before submitting a PV</p> <p>Ashely will continue to manage Verified Credentials</p> <p>I'm out of town October 24th and 25th for KCPNE/KCADNE Fall Forum</p> <p>Advisory Board will be Nov. 4th, 6 people have already RSVP'd</p> <p>Sheila Krumrey is our new Administrative Assistant</p> <p>Student Rep will attend our meetings every other month to give a student report</p> | | <p>Ashley and Nicole to identify the class reps for level 1 and level 2 and share contact info with Dr. Ford.</p> |
| <p>Next Meeting: November 18th</p> | <p>Plans to revisit our policies and student handbook:</p> <p>Attendance Policy Readmission policy Advanced Standing Policy for Transfer Students ATI Testing Policy</p> | <p>Meeting Adjourned at 4:21pm</p> | |

**Washburn University Institute of Technology
Advisory Board Meeting Minutes**

November 4, 2019
3:30pm to 4:30pm

Washburn Tech Attendees: Brianne Ford, Kathy Hamman, Ashley Tyler, Nicole Wade, Dodie Greenfield

Advisory Board Attendees: Toni Welding, Angela Mendez, Kourtney Williams

Electronic Responses: Renae Pritchard, Cayla Janosik

Regrets: Stephanie Selk, Salena Gillam, Beth Williams, Tracy Duran, Abigayle Skocny, Jennifer Bowan, Shelby Moten, Richard Freed

Absent: Amy White, Jane Hood, Christine Brown, Tressa Haltom, Alissa Minger, Alissa Bammes, Robyn Harris

| Agenda Item | Discussion | Action Taken | Follow-up |
|--|---|---|--|
| Approval of Meeting Agenda | Dr. Ford requested to add an agenda item. "Current Enrollment" was added as letter e under updates. | Call to order 3:36pm Kathy Motioned to approve the meeting agenda, Nicole 2 nd . All were in favor, motion passes | |
| Approval of Meeting Minutes | Advisory Board members reviewed the meeting minutes from April 22, 2019 | Kathy motioned to approve the meeting minutes, Ashley 2 nd . All were in favor, motion passes | |
| Updates Affiliation Agreements | Dr. Ford and Kristi Mick are working to update affiliation agreements. The affiliation agreements for Interim Healthcare, Kansas Neurological Institute, and Lawrence Memorial Hospital are now active. Dr. Ford has the renewal for Topeka Public Schools and Shawnee County Health Department on her desk. KMC Dermatology was missing from the list. | | Dr. Ford will send the renewal request to Shawnee County Health Department and Topeka Public Schools Dr. Ford will add KMC Dermatology to the updated list. |

| | | | |
|---|--|--|--|
| <p>Pinning Ceremony</p> <p>MOKAN Partners</p> <p>Third Quarter Pass Rates</p> <p>Current Enrollment</p> | <p>Dr. Ford shared the updated spreadsheet with the advisory board and asked them to review their contact information.</p> <p>Pinning is scheduled for December 12, 2019 at 2pm in Lee Arena. Dr. Ford invited the advisory board to attend. Faculty want to add the Nightingale Pledge to the ceremony.</p> <p>We can be members of MOKAN effective June 1, 2020 and can consider clinical sites in the Kansas City area. Dr. Ford will work on securing new affiliation agreements after she finishes updating our current affiliation agreements. We hope to find a new LTACH site for level 2 students.</p> <p>Third Quarter Pass Rates are at 86% so far. We are reviewing our admissions process to ensure we are accepting the strongest candidates. We are selecting our new cohort of PN students on November 11th at 3:00pm. All faculty are encouraged to attend.</p> <p>Level 1: 26 students Level 2: 25 students. We anticipate that all 25 will graduate Evening: 20 students</p> | | <p>Advisory board members will notify Dr. Ford if they plan to attend the Pinning Ceremony</p> <p>Dr. Ford will work to secure affiliation agreements with LTACHs in the Kansas City area.</p> |
| <p>Action Items</p> <p>KBOR PN Curriculum Alignment</p> | <p>We reviewed the PN Curriculum sequence and content. There was some discussion about the Role Development Clinical, Toni was concerned about the loss of this clinical</p> | <p>Kathy moved to accept the PN curriculum as supported by KBOR and proposed by KBOR and proposed course sequence. Dodie</p> | <p>Dr. Ford will update the curriculum with advisory board recommendations and email the updated version.</p> |

| | | | |
|--|--|---|--|
| | <p>rotation and its effect on our utilization of the Stormont Vail clinics. Toni is invested in the LPN candidate and wants this experience to continue. Dr. Ford noted that many nursing programs do not have a Role Development clinical. Nicole agreed that we will continue to use the clinics and move that experience into our Care of Adults II rotation.</p> <p>Advisory board was concerned about the decrease in the clinical hours across the program. We lost 90 hours in Role development and another 45 in Care of the Adults I. Dr. Ford explained the reasoning for reducing the Care of Adults I clinical. We wanted to have the same number of clinical hours for each level. Level 1 faculty were feeling pressed for time trying to complete 90 hours of foundation clinical and another 135 hours for Care of the Adults I. By reducing the clinical requirement from 3 to 2, this will provide more time for the staff to focus on Foundations. There was a discussion about the clinical work day, full-time faculty load.</p> <p>Discussed the Foundations Skills lab and required check-offs, particularly the focus on trach care and G-tubes. Stormont Vail discussed their limitation with trach care. Faculty want to increase the diversity in our clinical sites.</p> | <p>2nd this motion. All were in favor, motion passes</p> | <p>Dr. Ford will email the updated version to advisory board members who were absent and ask them to vote electronically.</p> <p>Curriculum will be presented to Curriculum Committee on November 19th by Dr. Ford.</p> |
|--|--|---|--|

| | | | |
|---|--|--|--|
| | <p>Dr. Ford reviewed the curriculum outline for each course. Significant time was spent reviewing the syllabus for Strategies for Success and a new course: NCLEX-PN.</p> <p>Discussed the increase in student fees with the addition of ATI Capstone (\$265) and Live Review (\$335). Dr. Ford does not believe this increase will be a problem since it is covered by financial aid. Discussed the need for the course with regards to our 3rd quarter pass rates for 2019. The plan is to continue to use our current ATI products in the new curriculum.</p> <p>Toni was curious if we had an interest in using the specialty clinics. There is a concern about our availability of adjuncts to accompany students at Stormont Vail. Some discussion about possible ways we could recruit hospital staff to serve as adjunct faculty. Dr. Ford planning to develop a flyer to recruit adjunct faculty. Will send the flyer to WU students and our clinical partners when it is available.</p> | | |
| <p>Discussion Items Clinical Utilization and Facility Feedback</p> | <p>Dr. Ford asked the clinical facilities to give feedback on their experiences with students. The clinical facilities did not have any complaints or additional feedback to add. Advisory board reiterated the importance of the hands on experience for students.</p> | | <p>Dr.Ford will email the advisory board members a recruitment flyer to share with their BSN-prepared staff.</p> |

| | | | |
|--------------------------|---|-----------------------------|--|
| Announcements | <p>Dr. Ford read the announcements as listed on the agenda:</p> <p>Sheila Krumrey is our new administrative assistant.</p> <p>Student representatives have been selected for level 2, but we are still waiting for level 1.</p> <p>Pinning Ceremony is December 12th at 2pm</p> | | Dr. Ford will invite the student reps to future meetings and ask them to send comments on our new curriculum electronically. |
| Next Meeting: March 2020 | <p>Next Meeting is in March and will include a dinner. We hope to review our handbook and policies.</p> <ul style="list-style-type: none"> -Attendance Policy -Readmission Policy -Advanced Standing Policy for Transfer Students -ATI Testing Policy | Meeting Adjourned at 4:27pm | |

Curriculum Meeting

January 21, 2020

AE 156

Present: Ali, Lisa, Jennifer, Steve, Chaz, Louise, Luci, April, Nicole, John, Michael, Russell, and Alan

Guest: Dr. Ford, Morgan Eggart for Steve Grenus

Agenda Item

- I. Adoption of November Minutes (see page 2)
 - a. Moved to approve –Mr. Clouser moved and Mr. Hinshaw 2nd. 8-0
- II. Changes in agenda
 - a.
- III. New Business
 - a. None at this time
 - b. Mr. Beam reported at this time, he had nothing new, but there were a few programs discussing changes. He encouraged them to get them on the agenda.
- IV. Action Items
 - a. PN Changes
 - i. Dr. Ford reviewed her changes for us again.
 - ii. Luci asked about the fee structure, and it will be included in their student fees.
 - iii. Louise reported out that they will have different course numbers
 - iv. Mr. Lemon motion and Mr. Clouser 2nd for approval. 8 - 0 vote
- V. Next Meeting – February 25th, 2020 at 3:15 p.m.

Curriculum Meeting

November 19, 2019

AE 156

Present: Ali, Lisa, Jennifer, Kathryn, Chaz, Louise, April, Nicole, Clayton, Russell, and Alan

Guest: Dr. Ford

Agenda Item

- I. Adoption of October Minutes
 - a. Moved to approve – Chaz 2nd by Ali 11-0
- II. Changes in agenda - None
- III. New Business
 - a. PN Changes
 - i. Reason for change – curriculum alignment is required by Kansas Board of Regents
 - ii. Changes have been approved by Advisory Board on November 4, 2019
 - iii. Changes made
 1. Name change and/or credit hour change (Highlighted courses have a change in the required credit hours)
 - a. **Prerequisite:** Anatomy and Physiology (4) to Human Anatomy and Physiology (4) NAME CHANGE ONLY
 - b. **Prerequisite:** Anatomy and Physiology lab (2) to Human Anatomy and Physiology Lab (2) NAME CHANGE ONLY
 - c. **Prerequisite:** Human Development (3) to Human Growth and Development (3) NAME CHANGE ONLY
 - d. **Level 1:** KSPN Pharmacology (3) to KSPN Fundamentals of Pharmacology and Safe Medication Administration (2)
 - e. **Level 1:** KSPN Medical Surgical Nursing I (4 cr) to KSPN Nursing Care of Adults 1 (5 cr)

- f. **Level 1:** KSPN Medical Surgical Nursing I Clinical (3 cr) to KSPN Nursing Care of Adults I Clinical (2 cr)
 - g. **Level 2:** KSPN Medical Surgical Nursing II (4 cr) to KSPN Nursing Care of Adults II (5 cr)
 - h. **Level 2:** KSPN Medical Surgical Nursing II Clinical (3) to KSPN Nursing Care of Adults II Clinical (3 cr) NAME CHANGE ONLY
 - i. **Level 2:** KSPN Gerontology (2cr) to KSPN Care of Aging Adults (2 cr) – NAME CHANGE ONLY
 - j. **Level 2:** KSPN Role Development (2 cr) to KSPN Leadership, Roles and Issues (2 cr) NAME CHANGE ONLY
- 2. Eliminated Course
 - a. KSPN Role Development Clinical (2 cr)
 - 3. New Course
 - a. NCLEX-PN (1 cr)
- iv. Cost
- 1. 600.00 fee increase for purchasing
 - 2. Reduction of 1 credit hour for the whole program saves students

| Level 1 Current Courses | Credit Hours | Clock Hours | Level 1 New Course Sequence | Credit Hours | Clock Hours |
|---|--------------|-------------|--|--------------|-------------|
| Semester 1 | | | Semester 1 | | |
| PNS 121 Strategies for Success | 2 | 30 | PNS 121 Strategies for Success | 2 | 30 |
| PNS 101 Foundations of Nursing | 4 | 60 | PNS ___ KSPN Foundations of Nursing | 4 | 60 |
| PNS 115 Foundations of Nursing Clinical | 2 | 90 | PNS ___ KSPN Foundations of Nursing Clinical | 2 | 90 |
| PNS 111 Pharmacology | 3 | 45 | PNS ___ KSPN Fundamentals of Pharmacology and Safe Medication Administration | 2 | 45 |
| Total | 11 | 225 | Total | 10 | 225 |
| Semester 2 | | | Semester 2 | | |
| | 4 | 60 | | 5 | 75 |

| | | | | | |
|--|-----------|------------|--|-----------|------------|
| PNS 161 Medical Surgical Nursing I | | | PNS ____ KSPN Nursing Care of Adults I | | |
| PNS 166 Medical Surgical Nursing I Clinical | 3 | 135 | PNS ____ KSPN Nursing Care of Adults I Clinical | 2 | 90 |
| PNS 221 Maternal Child Nursing | 2 | 30 | PNS ____ KSPN Maternal Child Nursing | 2 | 30 |
| PNS 226 Maternal Child Nursing Clinical | 1 | 45 | PNS ____ KSPN Maternal Child Nursing Clinical | 1 | 45 |
| Total | 10 | 270 | Total | 10 | 240 |
| Summer Session | | | | | |
| PNS 230 Gerontology | 2 | 30 | Summer Session PNS ____ KSPN Care of Aging Adults | 2 | 30 |
| PNS 240 Mental Health Nursing | 2 | 30 | PNS ____ KSPN Mental Health Nursing | 2 | 30 |
| Total | 4 | 60 | Total | 4 | 60 |
| Semester 3 | | | | | |
| PNS 211 Medical Surgical Nursing II | 4 | 60 | PNS ____ KSPN Nursing Care of Adults II | 5 | 75 |
| PNS 216 Medical Surgical Nursing II Clinical | 3 | 135 | PNS ____ KSPN Nursing Care of Adults II Clinical | 3 | 135 |
| PNS 230 Role Development | 2 | 30 | PNS ____ KSPN Leadership, Roles, and Issues | 2 | 30 |
| PNS 255 Role Development Clinical | 2 | 90 | PNS ____ -- NCLEX- PN | 1 | 15 |
| Total | | 315 | Total | 11 | 255 |

| | | | | | |
|----------------------|-----------|-------------|----------------------|-----------|------------|
| | 11 | | | | |
| Program Total | 48 | 1065 | Program Total | 47 | 975 |

IV. Action Items

- a. New Program: "Accounting/Payroll Specialist"
 - i. Is there still an issue with using the word "Accounting"?
 - ii. Discussion about Accounting and decision to move forward
 - iii. Motion: Chaz – 2nd by Ali 11 favor – 0 opposed

- b. Course Name Change: "Advanced Business Accounting" to "Payroll Accounting"
New course number is BAT252 4 credit hours
 - i. Russell – Did KBOR (Louise) have an issue dropping the word Business from the title?
 - ii. Discuss to submit as is from Louise and Clayton
 - iii. Motion: Ali – 2nd by April 11 favor - 0 Opposed

- c. Change in CIP for Graphic (See enclosed folder of material)
 - i. No questions
 - ii. Louise stated the Course number for Vector course needed to be removed and would be assigned later (due to changing of credit hours from 5 to 3)
 - iii. Motion: Lisa – 2nd by Chaz 11 favor – 0 Opposed

V. Next Meeting – January 21st, 2020 at 3:15 p.m.

VI. Adjourn motion by Chaz and second by Jennifer 11 favor – 0 Opposed

#45

**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, 2020_____

Name of Program: Bethel College Department of Nursing _____

Program Administrator including credentials: Geri Tyrell, DNP, RN, CNE _____

Parent Institution: Bethel College_____

Address of Institution: 300 E 27th St. _____

North Newton, KS 67117_____

Level of the Program for which the change is being requested: Pre-licensure BSN_____

Briefly describe the Change being requested: Reduce the BSN curriculum from 55 hours to 52 hours by reducing the credit hours of Clinical Practicum I, II, and III from four credit hours to three credit hours each. The total credit hours for the BSN program will be reduced from 124 to 120 effective August 2020.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Bethel College Department of Nursing

Request: The Bethel College Department of Nursing is requesting the pre-licensure BSN curriculum be reduced from 55 credit hours to 52 credit hours. This reduction in credit hours will occur by reducing NSG320 Clinical Practicum I, NSG335 Clinical Practicum II, and NSG410 Clinical Practicum III from four credit hours each to three credit hours each. The total credit hours for the pre-licensure BSN program will be reduced from 124 to 120 credit hours effective August 2020.

Rationale for change:

1. In Spring 2019, the Bethel College President established a Financial Sustainability Committee and Interterm Task Force to address academic budgetary issues and to explore academic issues associated with the elimination of interterm. The Financial Sustainability Committee developed a list of recommendations, which included reducing the graduation requirement from 124 to 120 credit hours. To accomplish this, every major should eliminate either an elective course or one required course. This recommendation was approved by the Educational Policy Committee, the Bethel College full Faculty, and approved by the Bethel College Board of Directors. The decision to eliminate interterm was also approved by the Board of Directors.
2. In evaluating the curriculum of the program, the departmental faculty did not believe that there was a single course to simply eliminate. Therefore, the nursing faculty believed the only solution was to reduce the first three clinical practicum courses by one credit hour each. The reduction in credit hours, does not impact the course objectives for each course. Bethel College will continue to utilize the same clinical sites and experiences that that we have historical used and spend 135 hours in direct patient care clinical instead of 180 hours.
3. This change reduces the nursing curriculum by three hours bringing it from 55 credit hours to a total of 52 credit hours.
4. With this change in the elimination of interterm, pre-nursing students would need to have completed a total of 63 credit hours prior to entering the nursing program as compared to the previous 60 credit hours in order to reach the total hours needed for graduation.
5. This change if approved will be implemented for the academic year 2020-2021.
6. The change was suggested by and approved by the nursing faculty, approved by the nursing curriculum committee, the Bethel College Educational Policies Committee, and the Bethel College faculty.

Bethel College Curriculum

| <u>BSN Current Plan of Study</u> | | <u>BSN Proposed Plan of Study</u> | |
|---|---------------------|--|---------------------|
| | <u>Credit Hours</u> | | <u>Credit Hours</u> |
| Pre-nursing Fall Semester Year 1 | | Pre-nursing Fall Semester Year 1 | |
| *BIO140 Cell Biology and Microbes (GE) | 4 | *BIO140 Cell Biology and Microbes (GE) | 4 |
| IDS102 First Year Seminar | 3 | IDS102 First Year Seminar | 3 |
| *COA101 Public Speaking | 3 | *COA101 Public Speaking | 3 |
| IDS300 Convocation (GE) | 0.50 | IDS300 Convocation (GE) | 0.50 |
| elective | 3 | Arts & Humanities (GE) | 3 |
| TOTAL | 13.5 | elective | 3 |
| | | TOTAL | 13.5-16.5 |
| Pre-nursing Interterm Year 1 | | Pre-nursing Spring Semester Year 1 | |
| *CHE101 Introduction to Chemistry (GE) | 3 | *BIO221 Human Anatomy & Phys. | 4 |
| TOTAL | 3 | *ENG103 Critical Writing | 3 |
| | | *CHE101 Introduction to Chemistry (GE) | 3 |
| Pre-nursing Spring Semester Year 1 | | IDS300 Convocation (GE) | 0.50 |
| *BIO221 Human Anatomy & Physiology | 4 | Art & Humanities (GE) | 3 |
| IDS300 Convocation (GE) | 0.50 | Math (GE) if needed or elective | 3 |
| *ENG103 Critical Writing | 3 | TOTAL | 13.5-16.5 |
| Art & Humanities (GE) | 3 | | |
| Math (GE) if needed or elective | 3 | May Term & Summer Term | |
| TOTAL | 13.5 | (if taking minimal courses in fall & spring) | (6) |
| | | TOTAL | (6) |
| Pre-nursing Fall Semester Year 2 | | Pre-nursing Fall Semester Year 2 | |
| *PSY211 General Psychology (GE) | 3 | *PSY211 General Psychology (GE) | 3 |
| *BIO305 Pathophysiology | 3 | *BIO305 Pathophysiology | 3 |
| *SSC222 Principles of Sociology (GE) | 3 | *SSC222 Principles of Sociology (GE) | 3 |
| IDS300 Convocation (GE) | 0.50 | IDS300 Convocation (GE) | 0.50 |
| GE or elective | 3 | *HPE323 Principles of Nutrition | 3 |
| elective | 1-3 | GE or elective | 3 |
| TOTAL | 12.5-15.5 | TOTAL | 12.5-15.5 |
| Pre-nursing Interterm Year 2 | | Pre-nursing Spring Semester Year 2 | |
| *HPE323 Principles of Nutrition | 3 | *MAT221 Applied Statistics (GE) | 3 |
| TOTAL | 3 | *PSY251 Life-Span Development | 3 |
| | | IDS300 Convocation (GE) | 0.50 |
| Pre-nursing Spring Semester Year 2 | | Bible and Religion (GE) | 3 |
| *MAT221 Applied Statistics (GE) | 3 | GE or elective | 3 |
| *PSY251 Life-Span Development | 3 | TOTAL | 12.5 |
| IDS300 Convocation (GE) | 0.50 | | |
| Bible and Religion (GE) | 3 | May Term & Summer Term | |
| GE or elective | 3 | (if taking minimal courses in fall & spring) | (6) |
| TOTAL | 13.5 | TOTAL | (6) |
| | | | |
| TOTAL Pre-nursing hours | 60 | TOTAL Pre-nursing hours | 63 |

| BSN Current Plan of Study | | BSN Proposed Plan of Study | |
|--|---------------------|--|---------------------|
| | Credit Hours | | Credit Hours |
| Nursing Fall Semester Year 3 | | Nursing Fall Semester Year 3 | |
| NSG300 Foundations of Nursing | 3 | NSG300 Foundations of Nursing | 3 |
| NSG311 Health Assessment | 2 | NSG311 Health Assessment | 2 |
| NSG312 Nursing Care of the Adult I | 4 | NSG312 Nursing Care of the Adult I | 4 |
| NSG314 Nursing Pharmacology I | 1 | NSG314 Nursing Pharmacology I | 1 |
| NSG320 Clinical Practicum I | 4 | NSG320 Clinical Practicum I | 3 |
| IDS300N Convocation (GE) | 0.25 | IDS300N Convocation (GE) | 0.25 |
| TOTAL | 14.25 | TOTAL | 13.25 |
| Nursing Interterm Year 3 | | Nursing Interterm 3 eliminated | |
| Elective | 4 | | |
| TOTAL | 4 | | |
| Nursing Spring Semester Year 3 | | Nursing Spring Semester Year 3 | |
| NSG327 Mental Health Nursing | 3 | NSG327 Mental Health Nursing | 3 |
| NSG329 Nursing Care of the Adult II | 4 | NSG329 Nursing Care of the Adult II | 4 |
| NSG335 Clinical Practicum II | 4 | NSG335 Clinical Practicum II | 3 |
| NSG336 Nursing Pharmacology II | 1 | NSG336 Nursing Pharmacology II | 1 |
| NSG340 Evidence Based Practice | 2 | NSG340 Evidence Based Practice | 2 |
| IDS300N Convocation (GE) | 0.25 | IDS300N Convocation (GE) | 0.25 |
| TOTAL | 14.25 | TOTAL | 13.25 |
| Summer Year 3 | | May Term Year 3 | |
| SSC460N Practical Skills (PJCS GE) | 2 | BRL457 BIFL (BRL GE) | |
| TOTAL | 2 | TOTAL | 4 |
| Nursing Fall Semester Year 4 | | Nursing Fall Semester Year 4 | |
| NSG401 Maternal Child | 3 | NSG401 Maternal Child | 3 |
| NSG402 Child and Family | 3 | NSG402 Child and Family | 3 |
| NSG403 Community Health (CCL GE) | 3 | NSG403 Community Health (CCL GE) | 3 |
| NSG408 Nursing Pharmacology III | 1 | NSG408 Nursing Pharmacology III | 1 |
| NSG410 Clinical Practicum III | 4 | NSG410 Clinical Practicum III | 3 |
| IDS300 Convocation (GE) | 0.25 | IDS300 Convocation (GE) | 0.25 |
| TOTAL | 14.25 | TOTAL | 13.25 |
| Nursing Interterm Year 4 | | Nursing Interterm 4 eliminated | |
| BRL457 BIFL (BRL GE) | 4 | | |
| TOTAL | 4 | | |
| Nursing Spring Semester Year 4 | | Nursing Spring Semester Year 4 | |
| NSG416 Complex Nursing Care of the Adult | 2 | NSG416 Complex Nursing Care of the Adult | 2 |
| NSG417 Leadership and Management | 3 | NSG417 Leadership & Mgmt (PJCS GE) | 3 |
| NSG425 Clinical Practicum IV | 2 | NSG425 Clinical Practicum IV | 2 |
| NSG426 Bethel Capstone | 3 | NSG426 Bethel Capstone | 3 |
| NSG430 Synthesis | 3 | NSG430 Synthesis | 3 |
| IDS300 Convocation (GE) | 0.25 | IDS300 Convocation (GE) | 0.25 |
| TOTAL | 13.25 | TOTAL | 13.25 |
| TOTAL BSN/GE/Elective hours | 55/5/4 | TOTAL BSN/GE/Elective hours | 52/5/0 |
| TOTAL for Graduation | 124 | TOTAL for Graduation | 120 |

| Existing Course | Proposed Course |
|---|---|
| COURSE NAME: NSG320 Clinical Practicum I | COURSE NAME: NSG320 Clinical Practicum I |
| CREDIT HOURS: 4 | CREDIT HOURS: 3 |
| <p>Course Description: This clinical course focuses on the role and scope of practice of the baccalaureate nurse in providing safe competent care to patients. Emphasis is on the development of basic psychomotor and psychosocial nursing skills. Students will have dedicated experience in the clinical laboratory, simulation, long-term care, and structured clinical environments.</p> | <p>Course Description: This clinical course focuses on the role and scope of practice of the baccalaureate nurse in providing safe competent care to patients. Emphasis is on the development of basic psychomotor and psychosocial nursing skills. Students will have dedicated experience in the clinical laboratory, simulation, long-term care, and structured clinical environments.</p> |
| <p>Course Objectives: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to adult medical patients in a multicultural society. 2. Demonstrate principles of safe patient care. 3. Demonstrate safe knowledge of medication practices while providing care to patients. 4. Perform safe and competent focused assessments and evaluations of patients while providing care. 5. Utilize the nursing process in providing care to patients that incorporates biopsychosocial, spiritual, and cultural factors. 6. Performs psychomotor skills in a competent and safe manner. Demonstrate professional behaviors consistent with the Bethel College Department of Nursing Handbook. | <p>Course Objectives: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to adult medical patients in a multicultural society. 2. Demonstrate principles of safe patient care. 3. Demonstrate safe knowledge of medication practices while providing care to patients. 4. Perform safe and competent focused assessments and evaluations of patients while providing care. 5. Utilize the nursing process in providing care to patients that incorporates biopsychosocial, spiritual, and cultural factors. 6. Performs psychomotor skills in a competent and safe manner. Demonstrate professional behaviors consistent with the Bethel College Department of Nursing Handbook. |

| Existing Course | Proposed Course |
|---|---|
| COURSE NAME: NSG335 Clinical Practicum II | COURSE NAME: NSG320 Clinical Practicum II |
| CREDIT HOURS: 4 | CREDIT HOURS: 3 |
| <p>Course Description: This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in the medical surgical and mental health setting. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments.</p> | <p>Course Description: This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in the medical surgical and mental health setting. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments.</p> |
| <p>Course Objectives: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Apply principles of safety when providing patient care. 3. Demonstrate and evaluate safe medication practices while providing care to patients. 4. Perform focused health assessments and analyze findings to prioritize patient care. 5. Demonstrate appropriate prioritization of patients and patient care as a member of the healthcare team. 6. Develop and provide care using the nursing process incorporating biopsychosocial, spiritual, and cultural factors. 7. Demonstrate professional behaviors consistent with the Bethel College Department of Nursing Handbook. | <p>Course Objectives: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Apply principles of safety when providing patient care. 3. Demonstrate and evaluate safe medication practices while providing care to patients. 4. Perform focused health assessments and analyze findings to prioritize patient care. 5. Demonstrate appropriate prioritization of patients and patient care as a member of the healthcare team. 6. Develop and provide care using the nursing process incorporating biopsychosocial, spiritual, and cultural factors. 7. Demonstrate professional behaviors consistent with the Bethel College Department of Nursing Handbook. |

| Existing Course | Proposed Course |
|---|---|
| COURSE NAME: NSG410 Clinical Practicum III | COURSE NAME: NSG410 Clinical Practicum III |
| CREDIT HOURS: 4 | CREDIT HOURS: 3 |
| <p>Course Description: This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in the pediatric, obstetric, and community settings. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments.</p> | <p>Course Description: This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in the pediatric, obstetric, and community settings. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments.</p> |
| <p>Course Objectives: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Formulate and integrate safe patient care practices when providing patient care within specialized populations. 3. Demonstrate and evaluate safe medication practices to patients within specialized populations. 4. Assess and evaluate findings of health through conducting focused assessments of/to specialized populations. 5. Design and integrate care using the nursing process incorporating biopsychosocial, spiritual, and cultural factors. 6. Exercise appropriate prioritization of patients and patient care as a member of the healthcare team. 7. Demonstrate professional behaviors consistent with the Bethel College Department of Nursing Handbook. | <p>Course Objectives: Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Formulate and integrate safe patient care practices when providing patient care within specialized populations. 3. Demonstrate and evaluate safe medication practices to patients within specialized populations. 4. Assess and evaluate findings of health through conducting focused assessments of/to specialized populations. 5. Design and integrate care using the nursing process incorporating biopsychosocial, spiritual, and cultural factors. 6. Exercise appropriate prioritization of patients and patient care as a member of the healthcare team. 7. Demonstrate professional behaviors consistent with the Bethel College Department of Nursing Handbook. |

REC'D
APR 29 2020
37

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate

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

Date: April 28, 2020
Name of Program: MSN: Adult Gerontology Primary Care Nurse Practitioner
Program Administrator including credentials: Karen Wiegman PhD, RN
Parent Institution: MidAmerica Nazarene University
Address of Institution: 2030 College Way, Olathe, Kansas 66062
Level of the Program for which the change is being requested: Year Two

Briefly describe the Change being requested:

- a) Course Change: Replace NURS 6913: Healthcare Informatics, Database Management & Financial Reimbursement and NURS 6133: Quality and Regulation Management with a new combined course NURS 6733: Informatics, Quality and Safety for the Advanced Practice Nurse (3 credit hours). NURS 6913 & NURS 6133 were originally were part of the Health Care Administration and Public Health Track and are presently part of the common core courses in the MSN program.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Education Specialist _____ Date _____

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

The following shall be considered major revisions to the curriculum:

- Any significant change in the plan of curriculum organization

Provide:

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

- Any change in content

Provide:

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

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. Major curriculum change requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify the Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

A. Rationale and Benefits to Proposed Curriculum Change

Primary Rationale: Revise program content to be more applicable to the practice and role of an Advanced Practice Nurse (APRN) (*see chart for comparison of course descriptions and objectives*)

| COMPARISON OF COURSE DESCRIPTIONS | | |
|--|--|---|
| NURS 6913: Healthcare Informatics, Database Management & Financial Reimbursement (3 credit hrs.) | NURS 6133: Quality and Regulation Management (3 credit hrs.) | Informatics, Quality and Safety for the Advanced Practice Nurse (3 credit hrs.) |
| Provides an overview of healthcare informatics and its current use by both public and private healthcare agencies. Teaches students to navigate complex healthcare databases using the principles of database management including the ability to conduct population studies through the use of databases. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings. | Integrates the concepts of outcomes management and research as the basis to improve the quality and effectiveness of healthcare organizations. Program evaluation, performance improvement, and other methods of measuring outcomes are examined for their utility within the healthcare setting. Systematic approaches for analyzing and evaluating processes of care delivery and their impact on client populations, organizational processes, and communities are considered. Accreditation, regulatory requirements, quality databases, and national benchmarking are explored. Through readings, projects, and various interactions students develop an informed basis for leading quality improvement efforts in healthcare settings. | The role the advanced practice nurse in informatics is examined with an emphasis on the impact of policy in the development of public health informatics and the potential of health information technology to enhance quality and safety, cost reduction and population health. Data management and quality improvement methodologies are analyzed that promote improvement in health care outcomes. Point-of-care technology and digital innovations that assist in the delivery of care are examined and analyzed for their benefit to the patient and health care consumer. |
| COMPARISON OF COURSE OBJECTIVES | | |
| NURS 6913: Healthcare Informatics, Database Management & Financial Reimbursement and | NURS 6133: Quality and Regulation Management | NURS 6733: Informatics, Quality and Safety for the Advanced Practice Nurse |
| <ol style="list-style-type: none"> 1. Integrate organizational science and informatics to propose changes in the care environment to improve health outcomes. 2. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost- | <ol style="list-style-type: none"> 1. Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care. 2. Create evidence-based plans based on trend analysis and | <ol style="list-style-type: none"> 1. Integrate the science of nursing with the essentials of informatics and health care technology 2. Recognize the role of federal, state and local government agencies in the development of public health informatics. 3. Analyze current and emerging |

| | | |
|---|---|--|
| <p>effectiveness, and health outcomes.</p> <ol style="list-style-type: none"> 3. Define methods of providing oversight and guidance in the integration of technologies to document patient care and improve patient outcomes. 4. Articulate how information and communication technologies, resources, and principles of learning can be used to teach patients and others. 5. Use current and emerging technologies in the care environment to support lifelong learning for self and others. 6. Explore how the use of information and communication technologies enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes. 7. Integrate socio-cultural data into new and existing health technologies and informatics to plan, implement, and evaluate culturally competent care. | <p>quantify the impact on quality and safety.</p> <ol style="list-style-type: none"> 3. Compare and contrast several appropriate quality improvement models. 4. Describe the interaction between regulatory controls and quality controls within the healthcare delivery system. 5. Conduct a comprehensive and systematic assessment as a foundation for decision making. 6. Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care. 7. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services. 8. Promote safety and quality care outcome standards for patient-centeredness, equity, effectiveness, efficiency, accessibility, accountability, and affordability. | <p>technologies to support safe practice environments, and to enhance healthcare access, safety, cost-effectiveness, and health outcomes.</p> <ol style="list-style-type: none"> 4. Utilize digital therapeutic tools and current information and communication technologies to provide efficient, effective patient-centered care. 5. Explore the effectiveness of clinical information systems to provide data that supports quality improvement within practices and populations 6. Collaborate with interprofessional teams to address patient safety and quality through health information technology |
|---|---|--|

Additional Benefits & Support

- Reduces course overload. At present there are two modules in the Spring Cohort and one module in the Fall cohort that requires students to take 6 credit hours in one 7-week module. This is very demanding. With the reduction of hours by 3 credit hours, scheduling can be adjusted so that the Fall cohort never has 6 credit hours in one 7-week module and the Spring cohort has only one module with 6 credit hours. (*see Appendix A: Schedules*)
- Reduces curriculum redundancy & overlap. A review of NP required competencies with course objectives was made and all the competencies which NURS 6133 and NURS 6933 were meeting could be met by other courses in the core curriculum along with the proposed NURS 6733. Review of our curriculum mapping supports the feasibility of “downsizing” and creating one course to adequately address all competencies. (*see Appendix B: Crosswalk of NP competencies and courses that meet these competencies*)

B. Faculty Support & Involvement

Faculty voted in support of making these changes unanimously. It was then approved by the School of Nursing and the university's Graduate Council, Academic Affairs Committee and Faculty Congress Committee. *(see Appendix C: Evidence of Faculty Support)*

C. Resources

At present an adjunct faculty typically teaches NURS 6133 and NURS 6933 so elimination of these courses will reduce need for adjunct faculty by 3 credit hours in the fall and spring semester. At this time, it is planned for an NP faculty to teach the new NURS 6733. There are no additional resources needed.

APPENDIX A: PRESENT AGPCNP COURSE SCHEDULE

Spring Start

| YEAR ONE | Fall | Spring | Summer |
|-----------------|--------------------------|--|---|
| | Module 1 | Module 1 NURS 6003: Theory and Research in Nursing (3) NURS 6701: Role Transitions to NP Practice (1) | Module 1 NURS 6103: Theoretical Foundations of Leadership (3) |
| | Module 2 | Module 2 NURS 6023: Emerging Trends in Healthcare Delivery (Systems, Ethics, Policy & Politics) (3) NURS 6013: Research and Evidence-based Practice (3) | |
| | Semester Hours 10 | Semester Hours 3 | |

-223-

| YEAR TWO | Fall | Spring | Summer |
|-----------------|---|--|--|
| | Module 1 NURS 6033: Health Promotion for a Global Society (3) NURS 6913: Healthcare Informatics, Database Management & Financial Reimbursement (3) | Module 1 NURS 6133: Quality and Regulation Management (3) | Module 1 NURS 6314: Advanced Health Assessment (4) (45 clinical hours) |
| | Module 2 NURS 6603: Advanced Physiology & Pathophysiology (3) | Module 2 NURS 6623: Advanced Pharmacology and Pharmacotherapeutics (3) | |
| | Semester Hours 9 | Semester Hours 6 | Semester Hours 4 |

| YEAR THREE | Fall | Spring | Summer |
|-------------------|--|---|--|
| | NURS 6703: Primary Care I – Care of Adults and Special Populations (3) NURS 6702: Primary Care I – Clinical Practicum (2) (120 practicum hours) | NURS 6713: Primary Care II – Care of the Elderly (3) NURS 6712: Primary Care II – Clinical Practicum (2) (120 practicum hours) | NURS 6732: Legal and Practice Issues in Primary Care (2) NURS 6793: Evidence-Based Nurse Practitioner Project (3) |
| | Semester Hours 5 | Semester Hours 5 | Semester Hours 5 |

| YEAR FOUR | Fall | Spring | Summer |
|------------------|---|---------------|---------------|
| | NURS 6794: Primary Care III- Advanced Nursing Synthesis Practicum (4) (240 practicum hours) | | |

| | | Semester Hours 4 | | | TOTAL PROGRAM HOURS = 51 | |
|---------------------------|--|--|-------------------------|--|--------------------------|---------------------------------|
| Fall Start | | | | | | |
| YEAR ONE | Fall | Spring | | Summer | | |
| | Module 1 NURS 6003: Theory and Research in Nursing (3) NURS 6701: Role Transitions to NP Practice (1) | Module 1 NURS 6103: Theoretical Foundations of Leadership (3) | | Module 1 NURS 6913: Healthcare Informatics, Database Management & Financial Reimbursement (3) | | |
| | Module 2 NURS 6023: Emerging Trends in Healthcare Delivery (Systems, Ethics, Policy & Politics) (3) NURS 6013: Research and Evidence-based Practice (3) | Module 2 NURS 6033: Health Promotion for a Global Society (3) | | | | |
| | Semester Hours 10 | | Semester Hours 6 | | Semester Hours 3 | |
| YEAR TWO | Fall | Spring | | Summer | | |
| | Module 1 NURS 6133: Quality and Regulation Management (3) | Module 1 NURS 6623: Advanced Pharmacology and Pharmacotherapeutics (3) | | NURS 6703: Primary Care I – Care of Adults and Special Populations (3) NURS 6702: Primary Care I – Clinical Practicum (2) (120 practicum hours) | | |
| | Module 2 NURS 6603: Advanced Physiology & Pathophysiology (3) | Module 2 NURS 6314: Advanced Health Assessment (4) (45 clinical hours) | | | | |
| | Semester Hours 6 | | Semester Hours 7 | | Semester Hours 5 | |
| YEAR THREE (15wks) | Fall | Spring | | Summer | | |
| | NURS 6713: Primary Care II – Care of the Elderly (3) NURS 6712: Primary Care II – Clinical Practicum (2) (120 practicum hours) | NURS 6732: Legal and Practice Issues in Primary Care (2) NURS 6793: Evidence-Based Nurse Practitioner Project (3) | | NURS 6794: Primary Care III- Advanced Nursing Synthesis Practicum (4) (240 practicum hours) | | |
| | Semester Hours 5 | | Semester Hours 5 | | Semester Hours 4 | |
| | | | | | | TOTAL PROGRAM HOURS = 51 |

APPENDIX A: PROPOSED AGPCNP COURSE SCHEDULE

Spring Start

| | | Fall | Spring | Summer | |
|-----------------------|-----------------------|---|--|---|--------------------------------|
| YEAR ONE | Module 1 | | Module 1 NURS 6003: Theory and Research in Nursing (3) NURS 6701: Role Transitions to NP Practice (1) | Module 1 NURS 6103: Theoretical Foundations of Leadership (3) | |
| | Module 2 | | Module 2 NURS 6013: Research and Evidence-based Practice (3) | | |
| | Semester Hours | | | 7 | Semester Hours 3 |
| YEAR TWO | Module 1 | NURS 6033: Health Promotion for a Global Society (3) NURS 6023: Emerging Trends in Healthcare Delivery (Systems, Ethics, Policy & Politics) (3) | Module 1 NURS 6733: Informatics, Quality & Safety for the Advanced Practice Nurse (3) | Module 1 NURS 6314: Advanced Health Assessment (4) (45 clinical hours) | |
| | Module 2 | NURS 6603: Advanced Physiology & Pathophysiology (3) | Module 2 NURS 6623: Advanced Pharmacology and Pharmacotherapeutics (3) | | |
| | Semester Hours | | 9 | Semester Hours 6 | Semester Hours 4 |
| YEAR THREE | | Module 1 NURS 6703: Primary Care I – Care of Adults and Special Populations (3) NURS 6702: Primary Care I – Clinical Practicum (2) (120 practicum hours) | Module 1 NURS 6713: Primary Care II – Care of the Elderly (3) NURS 6712: Primary Care II – Clinical Practicum (2) (120 practicum hours) | Module 1 NURS 6732: Legal and Practice Issues in Primary Care (2) NURS 6793: Evidence-Based Nurse Practitioner Project (3) | |
| | Semester Hours | | 5 | Semester Hours 5 | Semester Hours 5 |
| | YEAR FOUR | Module 1 | NURS 6794: Primary Care III- Advanced Nursing Synthesis Practicum (4) (240 practicum hours) | | |
| Semester Hours | | | | | |

| | | | |
|---------------------------|---|--|--|
| | Semester Hours 4 | | TOTAL PROGRAM HOURS = 48 |
| Fall Start | | | |
| YEAR ONE | Fall | Spring | Summer |
| | Module 1 NURS 6003: Theory and Research in Nursing (3) NURS 6701: Role Transitions to NP Practice (1) | Module 1 NURS 6103: Theoretical Foundations of Leadership (3) | Module 1 NURS 6023: Emerging Trends in Healthcare Delivery (Systems, Ethics, Policy & Politics) (3) |
| | Module 2 NURS 6013: Research and Evidence-based Practice (3) | Module 2 NURS 6033: Health Promotion for a Global Society (3) | |
| | Semester Hours 7 | Semester Hours 6 | Semester Hours 3 |
| YEAR TWO | Fall | Spring | Summer |
| | Module 1 NURS 6733: Informatics, Quality & Safety for the Advanced Practice Nurse (3) | Module 1 NURS 6623: Advanced Pharmacology and Pharmacotherapeutics (3) | NURS 6703: Primary Care I – Care of Adults and Special Populations (3) NURS 6702: Primary Care I – Clinical Practicum (2) (120 practicum hours) |
| | Module 2 NURS 6603: Advanced Physiology & Pathophysiology (3) | Module 2 NURS 6314: Advanced Health Assessment (4) (45 clinical hours) | |
| | Semester Hours 6 | Semester Hours 7 | Semester Hours 5 |
| YEAR THREE (15wks) | Fall | Spring | Summer |
| | NURS 6713: Primary Care II – Care of the Elderly (3) NURS 6712: Primary Care II – Clinical Practicum (2) (120 practicum hours) | NURS 6732: Legal and Practice Issues in Primary Care (2) NURS 6793: Evidence-Based Nurse Practitioner Project (3) | NURS 6794: Primary Care III- Advanced Nursing Synthesis Practicum (4) (240 practicum hours) |
| | Semester Hours 5 | Semester Hours 5 | Semester Hours 4 |
| | | | |

-226-

APPENDIX B: Course Objectives & NP Competencies

At present NURS 6913 and 6133 meet objectives under the following three essentials. Other courses also meet these competencies. Review of our curriculum mapping supports the feasibility of “downsizing” and creating one course to adequately address all competencies

| Quality | | |
|---|---|---|
| NP Competency | Present Correlating Objectives | Other Courses with objectives that meet these Competencies |
| Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care | NURS 6133 Promote safety and quality care outcome standards for patient-centeredness, equity, effectiveness, efficiency, accessibility, accountability and affordability | NURS 6023: Describe how healthcare delivery systems are organized and financed across in countries with various economic climates, natural resources, and political systems. Analyze the influence of structure, financing, regulatory processes, and legal underpinnings on healthcare delivery |
| Anticipates variations in practice and is proactive in implementing interventions to ensure quality | NURS 6133 Create evidence-based plans based on trend analysis and quantify the impact on quality & safety | NURS 6023 Evaluate outcome data using information systems and statistics to discuss strategies that could be used to reduce risk and improve health outcomes |
| Evaluates the quality of care delivery models and their impact on adult population outcomes across the age and care continuum | NURS 6133 Compare and contrast several appropriate quality improvement models. | NURS 6023 Evaluate outcome data using information systems and statistics to discuss strategies that could be used to reduce risk and improve health outcomes NURS 6793 Critically analyze patient care practices and delivery models and identify a practice problem for the purpose of improving care of the adult-gerontology population. (A) |

| Technology and Information Literacy | | |
|---|--|--|
| NP Competency | Present Correlating Objectives | Other Courses with objectives that meet these Competencies |
| Translates technical and scientific health information appropriate for user’s needs | 6913: Use information and communication technologies, resources, and principles of learning to teach patients and others. | NURS 6033 Integrate and evaluate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions utilizing technology as well as epidemiological, social, and environmental data |

| | | |
|--|---|---|
| | | NURS 6703 Provide age appropriate wellness promotion and disease prevention interventions and education, adapting teaching strategies to influences such as an individual's physical and psychological status, literacy, the environment and resources. (E) |
| Contributes to the design of clinical information systems that promote safe, quality and cost-effective care | NURS 6913 Explore how the use of information and communication technologies enhance accessibility of care, analyze practice patterns and improve health care outcomes, including nurse sensitive outcomes | |
| Uses technology systems that capture data on variables of the evaluation of nursing care | NURS 6913 Explore how the use of information and communication technologies enhance accessibility of care, analyze practice patterns and improve health care outcomes, including nurse sensitive outcomes | |
| Integrates appropriate technologies into healthcare delivery for adult-gerontology populations in remote and face to face encounters | NURS 6913: Analyze current and emerging technologies to support safe practice environments and to optimize patient safety, cost-effectiveness and health outcomes | NURS 6702, 6712, 6794: Integrate appropriate technologies to assist in the management of acute and chronic conditions to improve health care. (D) |
| Uses devices and technology to improve outcomes for adult-gerontology patients, including the cognitively impaired, sensory impaired, and those with | NURS 6913: Analyze current and emerging technologies to support safe practice environments and to optimize patient safety, cost-effectiveness and health outcomes | NURS 6702, 6712, 6794: Integrate appropriate technologies to assist in the management of acute and chronic conditions to improve health care. (D) |

| | | |
|--|--|--|
| disabilities | | |
| Analyzes the adequacy of data capture methods in clinical information systems to promote effective care for the adult gerontology population | NURS 6913: Analyze current and emerging technologies to support safe practice environments and to optimize patient safety, cost-effectiveness and health outcomes | |

| Health Delivery System | | |
|---|--|---|
| NP Competency | Present Correlating Objectives | Other Courses that meet Objectives |
| Facilitates the development of health care systems that address the needs of culturally diverse populations, providers and other stakeholders | NURS 6133: Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services. (G) | NURS 6033 Identify quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services. Apply advanced knowledge of the effects of global environmental, individual, and population characteristics to the design, implementation, and evaluation of care across diverse populations |
| Analyzes organizational structure, functions and resources to improve the delivery of care | NURS 6133: Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care (A) | NURS 6023: Analyze the influence of structure, financing, regulatory processes, and legal underpinnings on healthcare delivery. Discuss the integration of healthcare services to enhance quality, safety, and outcomes and to decrease healthcare fragmentation in the United States |

APPENDIX C: Evidence of Faculty involvement

Faculty have been working with NP Program Director on core course revision. Below is an email depicting an online conversation concerning the proposed curriculum change and the qualtrix vote. There are 5 faculty members in the MSN department and the vote was unanimous.

Gwen Wagner
Fri 2/7/2020 10:31

- Sarah Miller;
- Susan Larson;
- Victoria Haynes;
- Joanne McDermott;
- JoVonda Merrell

☐
Proposal for Curriculum Change.docx
35 KB

As you know, I have been going through core courses to see how connections can be made with the education of our NP students . When I got to 6913: Healthcare Informatics, Database Management & Financial Reimbursement and 6133: Quality and Regulation Management I just found more "disconnect" than I had with the previous courses. Probably the key is in the terms "management". They are admin type courses - and 6 credit hours is a lot of time to spend in admin type courses for a track which is direct care.

I'm not saying the concepts of Informatics and Quality are not important - just that they need to be presented in another way. So I am proposing we remove these two courses from the NP track and add one course that addresses Quality & Informatics for the NP.

Please see the attached proposal. After you have reviewed the support and rationales for this curriculum change, and viewed the new course objectives, we will take a "vote" on approval. JoVonda will be sending out a Qualtrix vote. It will progress as follows:

a) If we have a fast turn around and vote as a MSN faculty to adopt this change, we can then present to SON on Tuesday February 11th. This is a fast turn around - but I'm going to leave it as an option because the SON doesn't meet again until April and we would then miss the March KSBN board meeting.

b) If you have any concerns or want input into the new course objectives or have anything changes to submit then PLEASE feel free to provide that input and we will delay the vote. We can vote on it at either the MSN or AGPCNP meetings in February. We may not get it to the KSBN in March - but could aim for June - and that is still enough time to institute the changes before the students are due to take either 6913 or 6133.

Thanks for your time and input into making this program a good one. We want to do it right the first time!

Gwen

Dr. Gwen Wagner

Gwen Wagner DNP, APRN, ANP-C

Associate Professor

AGPCNP Program Director

office: 913.971.3842

We already have three YES votes.

Comments:

I thoroughly support this change. I had thought that these courses would be challenging to incorporate the NP focus, too focused on Admin.

Looks good to me

Since Sarah and Gwen wrote this (proposal) I assume they are YES as well.

The motion carried and we will add all of this information to the minutes as information. Gwen, could you send me the updated documents?

JoVonda Merrell

Compliance Coordinator – MSN and SON

office: 913.971.3844 | fax: 913.971.3408

MidAmerica Nazarene University

2030 East College Way, Olathe, KS 66062

www.mnu.edu

- [Join us April 1st to Learn More about the NP track at MNU!](#)

Pioneering Spirit | Passion To Serve | Purposeful Lives

The message and any attachments may contain confidential or privileged information and are intended solely for the use of the individual or entity identified above as the addressee. If you are not the addressee, be aware that any review, disclosure, copying, distribution, or use of the contents of this message and/or its attachments is strictly prohibited. If you have received this in error, please destroy it immediately and notify me at (913) 971-3844.

RECEIVED
MAY 03 2020
#42
KS BOARD OF NURSING

**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: 4/20/2020

Name of Program: Kansas City Kansas Community College ADN and PN Programs

Program Administrator including credentials: Susan Andersen, MS, RN, CNE Director of Nursing Education

Parent Institution: Kansas City Kansas Community College

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

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

Briefly describe the Change being requested: Faculty have elected to have a joint mission/philosophy statements for the nursing department (RN and PN) with separate scope of practice definitions.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

- Philosophy
- Number of semesters of study
- Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

| | Previous RN Mission Statement | Previous PN Mission Statement | Proposed Revision for RN and PN Joint Mission Statement | KCKCC Institutional Statements |
|-------------------|---|--|--|---|
| Mission Statement | <p>The Nursing Department is committed to providing an environment which inspires</p> <p>life-long learning utilizing a spirit of inquiry to promote excellence in clinical competence, professional accountability, caring, and effective communication skills</p> <p>for a diverse student population. We believe these attributes will prepare our graduates</p> <p>to pass the NCLEX-RN®, and to provide and manage safe, cost-effective, evidence-based care to meet Client Needs. The graduate will be prepared to coordinate, supervise and/or collaborate with members of the multidisciplinary health care team.</p> | <p>The mission of the Kansas City Kansas Community College Practical Nursing Program is to prepare graduates to embrace the idea of life-long learning and enter the role of practical nursing, as safe practical nursing generalists, in a variety of settings.</p> | <p>Provide excellence in nursing education inspiring diverse graduates to demonstrate competence in clinical judgment resulting in quality, evidence-based, client-centered care to enrich the health of our community, one student at a time.</p> | <p>Rev: 2019</p> <p>Inspire individuals & enrich our community one student at a time.</p> |

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

| | Previous RN Philosophy Statement | Previous PN Philosophy Statement | Proposed Revision for RN and PN Joint Philosophy Statement | KCKCC Institutional Statements |
|----------------------|---|----------------------------------|---|--------------------------------|
| Philosophy Statement | <p>The Kansas City Kansas Community College Nursing Faculty believes that nursing is an evolving profession and graduates must be prepared to meet the challenges that face nursing in the 21st century. The nursing faculty believes that nursing education is an integral part of higher education with a strong commitment to high academic standards that sustains and advances excellence in learning. The education for the associate degree nurse should be provided within the community college setting with a curriculum that enables students to pursue a baccalaureate degree in nursing after licensure.</p> <p>Person</p> <p>1. Each person is unique possessing worth, dignity</p> | None | <p>The faculty believe nursing is a specialized profession utilizing art and science to provide evidence-based care that addresses the constantly evolving needs of diverse individuals and populations. The nurse uses clinical judgment to integrate objective data with subjective experiences of a client's biological, physical and behavioral needs to plan and guide care. Nurses provide quality care with members of the interprofessional team to achieve safe and effective client outcomes.</p> <p>The faculty believe adult learners are self-directed, require experience relevant to the learner and have an internal motivation to learn (Knowles and Kolb). Faculty use evidence-based conceptual teaching facilitated through active learning strategies which promote deep understanding and thinking.</p> | |

-235-

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

| | | | | |
|--|---|--|--|--|
| | <p>and an undeniable right to be respected regardless of age, gender, race, creed, sexual orientation, health, social, cultural or economic status.</p> <p>Health/Illness</p> <ol style="list-style-type: none"> 1. Health is the optimum response of the individual to maintain human flourishing. 2. Illness is the result of inadequate response to psychosocial and physiological stressors. 3. Health and illness are viewed on an ever-changing continuum. 4. Each client has unique needs. <p>Society/Community</p> <ol style="list-style-type: none"> 1. Each person is a member of a variety of communities which interface within society. | | | |
|--|---|--|--|--|

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

| | | | | |
|--|--|--|--|--|
| | <p>2. Nursing provides health care activities impacting the college service area.</p> <p>3. Nursing education provides the opportunity for individuals within the service area to become members of the health care profession.</p> <p>Nursing</p> <p>1. Nursing applies a spirit of inquiry from the biological, physical and behavioral sciences to advance evidence-based practice while maintaining quality and safety.</p> <p>2. Nursing is a professional practice that incorporates accountability, integrity, ethical practices, and an evolving identity.</p> <p>3. Nursing judgment and caring are employed while managing/providing for Client Needs.</p> | | | |
|--|--|--|--|--|

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

| | | | | |
|--|---|--|--|--|
| | <p>4. Nurses advocate for self-determination, integrity, and ongoing growth to support individual human flourishing in all stages of life.</p> <p>5. Nurses manage resources within diverse settings while providing nursing care.</p> <p>Teaching/Learning</p> <p>1. Learning is lifelong active process, initiated by the learner to maintain professional excellence.</p> <p>2. Nursing instructors facilitate a student-centered learning environment providing opportunities which promote a spirit of inquiry to cultivate nursing judgment and clinical competence.</p> <p>3. Multiple active teaching strategies are utilized to address diverse learning</p> | | | |
|--|---|--|--|--|

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

| | | | | |
|---|---|-----------------------|---|--------------------------------|
| | <p>styles promoting learner engagement and success.</p> <p>4. Nursing faculty set high academic standards to promote first time passage of NCLEX-RN®.</p> | | | |
| | Previous RN Statement | Previous PN Statement | Proposed Revision for RN and PN Scope of Practice Definitions | KCKCC Institutional Statements |
| Scope of Practice Definition Statements | None | None | <p>The registered nurse collaborates with the interprofessional healthcare team and applies clinical judgment to develop and implement a plan of care that reflects client preferences/values, standards of care and legal/ethical considerations. The registered nurse provides safe, quality care that meets the needs of diverse clients, families and communities in a variety of settings.</p> <p>The licensed practical nurse coordinates a client-centered plan of care under the direction of qualified healthcare professionals. The licensed practical nurse adheres to legal/ethical standards using specialized knowledge and skills to meet the needs of diverse clients in a variety of settings.</p> | |

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

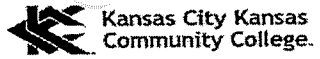
End of table comparison, KCKCC revised Mission/Philosophy/Scope of Practice

Rationale for proposed change in Mission/Philosophy/Scope of Practice Definitions:

This fall, our RN and PN programs became one department under a single nurse administrator (Susan Andersen, Director of Nursing Education) and an assistant nurse administrator (Kathy Eblen, Assistant Director of Nursing Education). This replaced the previous structure of having two separate nursing departments each with its own director, mission, philosophy, and definitions. It was discussed in both RN and PN faculty meetings that a single shared definition for these principles for our single department would better represent our new structure. We conferred with our educational consultant, Ms Donna Ignatavicius who shared that national best practices for programs were to have a joint mission and statement of philosophy along with scope of practice definitions for the registered nurse and practical nurse. Additionally, our programs' mission/philosophy/definition statements had been long standing and not updated for some time. Kansas City Kansas Community College updated the mission statement for the college in 2019 and the nursing missions were no longer in alignment with the new mission statement of the governing organization.

Faculty met along with guidance from our consultant and wrote our new proposed statements for the programs. Faculty worked to define a mission statement that would align with our institution's newly revised mission statement. These statements have been reviewed and approved by all RN and PN faculty along with nursing and Health Professions Division administration. The statements better reflect our philosophy and mission as educators and better define the scope of practice for the role of the RN and PN. The philosophy of the faculty is now evidence-based and relevant to the work that we do.

For these reasons, we respectfully request permission to make the suggested revisions to our Mission/Philosophy/Scope of Practice Definitions for our newly restructured nursing department.



Kansas City Kansas
Community College.

Kansas City Kansas Community College-Department of Nursing
Proposed Major Change Request-Mission Philosophy and Scope of Practice Definitions

Thank you for your consideration of this request.

Respectfully,

Susan Andersen, MS, RN, CNE
Director of Nursing Education
Kansas City Kansas Community College

-241-


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

Dear Kansas State Board of Nursing,

As a full-time faculty member at Kansas City Kansas Community College, I voted to support the revisions to the Practical Nursing Program's Mission, Philosophy, and Scope of Practice.

Please contact me with any questions.

Thank you,
Amanda L. Bentley, MSN, RN
Nursing Faculty

Kansas City Kansas Community College
7250 State Ave
Kansas City, KS 66112
 Kansas City Kansas
Community College.

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

Dear KSBN Representatives:

I wanted to provide a written statement support on the revisions we have submitted for our Mission, Philosophy, and Scope of Practice at KCKCC ADN program. Having served on the Mission, Faculty and Resources Committee, I am proud of the work we have accomplished. Our committee had dedicated faculty representation that committed considerable time and effort into research and constructing draft statements. These statements were then submitted to the faculty at large for approval (and subsequently approved).

The nursing faculty at KCKCC share responsibilities of the department are active participants in any changes.

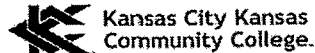
As dedicated nursing educators, we are optimistic about the new changes we have implemented. We have continued to improve our board rates and provide quality education to our students. Please don't hesitate to contact me if you have any further questions.

I also wanted to extend my gratitude for all your support and guidance during this process.

Respectfully,

Hallie Stephen-Castro, MSN, MBA, RN

Associate Prof. Of Nursing
Kansas City Kansas Community College
7250 State Ave, #3715
Kansas City, KS 66112
913-568-5247 Cell
913-288-7352 Office
913-288-7673 Fax



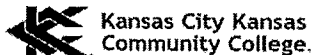
Kansas State Board of Nursing
900 SW Jackson St
#1051
Topeka, Kansas 66612

Dear KSBN:

I fully support the revisions to our Mission, Philosophy, and Scope of Practice at KCKCC ADN program. This was a joint effort with a smaller group (5-6) researching and preparing drafts, then we took to the entire faculty for approval. It was approved by nursing faculty. Nursing faculty are very actively involved in these changes. We are excited about the new changes and we continue to improve our board rates, which is awesome. Please don't hesitate to contact me if I can assist any further. Thank you for guiding our program during these changes.

Respectfully,
Mitchell A Ruff

Mitch Ruff, MS(N), APRN
Nursing Professor
Upper Nursing, Room 3716
Kansas City Kansas Community College
7250 State Ave., Kansas City, KS 66112
913-288-7394 office,
913-548-2620 mail,
913-288-7673 fax



COLBY

COMMUNITY COLLEGE

Challenge. Create. Connect.

RECEIVED

APR 24 2020
#11
KSB

April 24th, 2020

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

Dear Janelle,

We are submitting a major curriculum change request for the adoption of a new course, NS245 NCLEX-RN Exam Preparation, to be added to the ADN Curriculum.

We are making this change for the following reasons:

- Faculty feel that an NCLEX-RN Exam Preparation course would allow us to utilize the benefits of the ATI Live Review and the Virtual ATI Review more appropriately.
- It would ensure that students would better use their resources to be successful on the NCLEX-RN.
- NCLEX pass rates have been consistently below benchmark with the exception of 2019. We would like to ensure that we can stay above the benchmark set by KSBN.

If you have any questions, please feel free to contact me.

Sincerely,

Rikki Wait, MSN, RN
Colby Community College

**Resequencing of ADN Courses
Beginning Fall 2020**

| NEW | Credit Hours | OLD | Credit Hours |
|--|---------------------|--|---------------------|
| Fall Semester | | Fall Semester | |
| NS200 Nursing Care of Adults III | 4 | NS210 Mental Health Nursing II | 3 |
| NS210 Mental Health Nursing II | 3 | NS220 Maternal Child Nursing II | 3 |
| NS215 Leadership, Roles, and Issues II | 1 | NS215 Leadership, Roles, and Issues II | 1 |
| Semester Total | 8 | Semester Total | 7 |
| Spring Semester | | Spring Semester | |
| NS220 Maternal Child Nursing II | 3 | NS 225 Nursing Care of Adults III | 4 |
| NS235 Nursing Care of Adults IV | 4 | NS 235 Nursing Care of Adults IV | 4 |
| NS245 NCLEX-RN Exam Preparation (This is a new course, a major curriculum change was submitted) | 1 | | |
| Semester Total | 8 | Semester Total | 8 |
| Nursing Hours | 16 | Nursing Hours | 15 |

NS245 NCLEX-RN Exam Preparation
1 Credit Hour
Face-to-Face
Placed as the final course in ADN Curriculum

Course Description

This course is designed to prepare students to take the NCLEX-RN Exam. This course consists of a review of nursing content areas, test taking strategies, critical thinking exercises, Q&A practice, study plan, and remediation. This course utilizes the ATI Live Review and the Virtual ATI NCLEX Review which is individualized and aligned with the NCLEX Test Plan. Prerequisite: NS235 Nursing Care of Adults IV with a grade of "C" or better.

Course Content

Theoretical Content (1 Credit Hour) (16 Contact Hours)

ATI Live Review - Three Day Review
Virtual ATI Review

Exams

ATI RN Comprehensive Predictor
Virtual ATI Review Content Exams

Lab/Clinical

None

Course Outcomes

1. Identify knowledge deficits in nursing content areas and test-taking skills appropriate to the NCLEX-RN.
2. Remediate knowledge deficits through participation in class sessions and individual work preparation.
3. Participate in individual and group exploration of NCLEX-RN style questions designed to reinforce integration of nursing knowledge, ethical and legal guidelines, and safe and effective nursing practice.
4. Demonstrate a score on the ATI RN Comprehensive Predictor and Virtual ATI NCLEX Review which are predictive of success on the NCLEX-RN.

Method of Evaluation

Your grade will be based on the following:

| Course Requirements |
|---|
| Virtual ATI Review - Must receive the "green-light" within 12 weeks |
| ATI RN Comprehensive Predictor - Must receive an 80% Passing Predictability |
| Attendance Mandatory |

Each of the following must be met to receive a passing grade “A” in the course. If one of the following is not met, you will receive a “D”.

- A. Attendance is mandatory for this course. Students who do not attend the ATI Live Review will not receive a passing grade for the course. Extenuating circumstances will be considered. Faculty must be notified prior to the absence.
- B. Students must receive at least an 80% predictability of passing NCLEX-RN on the ATI RN Comprehensive Predictor to receive a passing grade in the course. The student has two attempts to receive this score. The faculty will assign a remediation assignment after the first exam if unsuccessful.
- C. Students must receive the “green-light” in the Virtual ATI Review to receive a passing grade in the course. The student will receive an incomplete in the course until the “green-light” is achieved. The student has 12 weeks to achieve the “green-light” or the student will not pass the course.
- D. The student must receive a passing grade to complete the course. A passing grade is considered at least a “C”.

Major Content Outline:

Comprehensive Live NCLEX Review

The Comprehensive Live NCLEX Review is an all-inclusive, live study session covering essential nursing content that aligns with the NCLEX Test-Plan. Led by an expert nurse educator, the engaging, interactive format reviews nursing content areas and includes test-taking strategies, critical thinking exercises and Q&A practice. Upon completion of the review, students receive an individual study plan to continue exam preparation.

ATI Live Review (3 Day Review):

- Test Taking Strategies
- Leadership/Management
- Pharmacology
- Test questions/NCLEX item review
- Fundamentals
- Medical/Surgical
- Test questions/NCLEX item review
- Mental Health
- Maternal Newborn
- Child Health
- Test questions/NCLEX item review
- Final Summary/Evaluations: After completing the evaluation, students receive assessment IDs and Passwords for seven additional content specific exams to further assist with NCLEX preparation.

Virtual ATI Review

- Beginning: Orientation, NCLEX Strategies, and Begin Fundamentals
- 25% Stage: Fundamentals and Pharmacology
- 50% Stage: Medical-Surgical
- 75% Stage Maternal Newborn, Nursing Care of Children, and Mental Health

- 100% Stage: Leadership, Comprehensive Practice and Remediation, Virtual-ATI Predictor, Post-Predictor Review
- Green-Light Achieved – Post-Review Study Guide

Clinical Facilities:

There will be no clinical facilities used for this course.

Course Evaluation:

This is a pass/fail course. Evaluation methods will include the ATI Comprehensive Predictor and the ability of the students to achieve the “green-light” in the Virtual ATI Review. Student attendance also counts toward the final grade in this course. A Course Learning Outcome Evaluation Plan will be developed with the following being evaluated: student assessment of course learning outcomes being met, students’ achievement of the Virtual AT Review “green-light”, students’ achievement of an 80% predictability of passing NCLEX-RN on the ATI RN Comprehensive Predictor, student attendance and participation, and NCLEX-RN First Time Pass Rate.

#47

**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 8, 2020

Name of Program: KU School of Nursing

Program Administrator including credentials: Sally L. Maliski, PhD, RN, FAAN; Cynthia Teel, PhD, RN, FAAN

Parent Institution: University of Kansas

Address of Institution: 3901 Rainbow Blvd. MS 4043

Kansas City, Kansas 66160

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

Briefly describe the Change being requested: NURS 471: Development of a Microsystem Leader – Change to course credit hours, description, and objectives to reflect leadership focus of course, i.e. roles, responsibilities, characteristics of the nurse leader at any level. Reduce 4 credit hours to 3 credit hours, the single credit hour of macrosystem, measures, and safety content will be transferred to NURS 473: Professional Development III: Transition to Practice, which has been submitted with this packet (*no credit hour change to overall program*).

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

UNIVERSITY OF KANSAS
SCHOOL OF NURSING

| CURRENT COURSE DESCRIPTION | NEW COURSE DESCRIPTION |
|---|---|
| <p>COURSE NAME: NURS 471: Development of a Microsystem Leader</p> <p>CREDIT HOURS: 43</p> <p>PREREQUISITES: NURS 331 Basic Assessment and Therapeutic Interventions, NURS 332 Health and Illness: Foundations of Nursing, NURS 333 Health and Illness: Foundations of Nursing Practicum, NURS 327 Communicating and Managing Healthcare Information, NURS 329 Alterations in Physiological Functioning I, NURS 336 Alterations in Physiological Functioning II, NURS 330 Pharmacology I, NURS 337 Pharmacology II, NURS 335 Quality Improvement, NURS 334 Professional Development II: Image, Roles, and Ethics, NURS 338 Health and Illness: Nursing across the Lifespan, NURS 339 Health and Illness: Nursing Across the Lifespan Practicum or consent of instructor</p> <p>COREQUISITES: NURS 473 Professional Development III: Navigating the Profession, NURS 472 Evidence-Based Practice: Translating Research to Practice, NURS 474 Health and Illness: Nursing of Diverse Populations, NURS 475 Nursing of Diverse Populations Practicum, or consent of instructor</p> <p>COURSE DESCRIPTION: <u>Development of a microsystem leader Leadership development in an evolving healthcare system supports the student's understanding of nursing leadership opportunities at all levels of nursing practice. Emphasis will be placed on building and growing teams, modeling creating a culture of safety and resource utilization, allocation and financial management. Students will be given the opportunity to demonstrate effective decision making</u></p> | <p>COURSE NAME: NURS 471: Development of a Microsystem Leader</p> <p>CREDIT HOURS: 3</p> <p>PREREQUISITES: NURS 331 Basic Assessment and Therapeutic Interventions, NURS 332 Health and Illness: Foundations of Nursing, NURS 333 Health and Illness: Foundations of Nursing Practicum, NURS 327 Communicating and Managing Healthcare Information, NURS 329 Alterations in Physiological Functioning I, NURS 336 Alterations in Physiological Functioning II, NURS 330 Pharmacology I, NURS 337 Pharmacology II, NURS 335 Quality Improvement, NURS 334 Professional Development II: Image, Roles, and Ethics, NURS 338 Health and Illness: Nursing across the Lifespan, NURS 339 Health and Illness: Nursing Across the Lifespan Practicum or consent of instructor</p> <p>COREQUISITES: NURS 473 Professional Development III: Navigating the Profession, NURS 472 Evidence-Based Practice: Translating Research to Practice, NURS 474 Health and Illness: Nursing of Diverse Populations, NURS 475 Nursing of Diverse Populations Practicum, or consent of instructor</p> <p>COURSE DESCRIPTION: Development of a microsystem leader supports the student's understanding of nursing leadership opportunities at all levels of nursing practice. Emphasis will be placed on building and growing teams, modeling a culture of safety and resource utilization, allocation and financial management. Students will be given the opportunity to demonstrate effective decision making and clinical</p> |

UNIVERSITY OF KANSAS
SCHOOL OF NURSING

and clinical judgement while exploring their role in the healthcare microsystem The microsystem is the structural unit responsible for delivering care to specific patient populations and the frontline places where patients, families, and care teams meet (2008 AACN Essentials, p. 38). This environment is where the nurse participates in a broad mixture of direct and indirect patient care delivery. Students will be given the opportunity to apply principles of leadership and management to recognize how changing systems and delivery of patterns, organizational, regulatory, care, and association processes impact the care provided to specific patient populations.

COURSE OBJECTIVES:

Upon completion of this course, the student will

- ~~1. Describe components and attributes of a clinical microsystem.~~
1. Compare contemporary diverse leadership styles of individuals and their relationship to nursing.
2. Identify the unlimited leadership opportunities in nursing contributing to effective management, innovation, and change.
- ~~3. Describe elements of a healthy work environment.~~
- ~~4. Analyze a patient care delivery system for utilization of personnel within fiscal constraints.~~
- ~~5. Interpret how standards of practice within the microenvironment contribute to the effectiveness of the provision of care.~~
3. Discuss how the measures a culture of safety is modeled created within the healthcare microsystem through the prioritization of care, crisis management, evidence-based change, and commitment to national standards of care, and quality patient care are used to enhance the ability of the microenvironment to improve patient care delivery.
4. Explore how resource utilization, allocation and financial management impact the delivery of care.

judgement while exploring their role in the healthcare microsystem.

COURSE OBJECTIVES:

Upon completion of this course, the student will:

1. Compare diverse leadership styles and their relationship to nursing.
2. Identify the unlimited leadership opportunities in nursing contributing to effective management, innovation and change.
3. Discuss how a culture of safety is modeled within the healthcare microsystem through prioritization of care, crisis management, evidence-based change and commitment to national standards of care.
4. Explore how resource utilization, allocation and financial management impact the delivery of care.
5. Analyze how processes of interpersonal communication and collaboration can be effective in building and growing teams, resolving conflicts, developing cohesive group dynamics, and optimizing peer to peer accountability.

UNIVERSITY OF KANSAS
SCHOOL OF NURSING

- | | |
|---|--|
| <p>5. 5. Analyze how processes of interpersonal communication can be effective in <u>in building and growing teams, resolving conflicts, developing cohesive group dynamics, and optimizing peer to peer accountability</u> resolving conflicts and developing cohesive group dynamics.</p> <p>6. Illustrate how changes in the organization, regulatory environment, and professional association activities impact the delivery of direct patient care.</p> <p>7.6. Determine personal strengths and limitations inherent in one's ability to consistently be a professional participant in direct and indirect care needs of a microsystem.</p> | |
|---|--|

Rationale: The course will be moving to 3 credit hours to allow Nurs 473 to increase by 1 credit hour. To do so, some content needed to be adjusted/moved. Through course planning for Nurs 476, it was discovered that a portion of the content in Nurs 471 better fit the course description, course objectives and BSN Essentials covered in Nurs 476. Nurs 476 was also in need of additional content to fully cover the 4 hours allotted to it. Proposed content moving to other courses: Elements of a Healthy Work Environment (macrosystem tools such as Essentials of Magnetism), systems-based staffing, measuring patient satisfaction and experience, hospital quality measures (CMS Core Measures) and Hospital Safety Measures (TJC National Patient Safety Goals).

In reviewing the ATI predictor areas of student weakness, additional leadership preparation needed to optimize Capstone experiences and student feedback regarding a lack of understanding of leadership roles at the bedside, some changes to course content, thus course description and objectives are proposed. Focus was moved to developing leaders who can influence their microsystems. The microsystem as the context remains within the course, but more focus is placed on roles, responsibilities and characteristics of the nurse leader at any level.

**UNIVERSITY OF KANSAS
SCHOOL OF NURSING**

| CURRENT COURSE DESCRIPTION | NEW COURSE DESCRIPTION |
|---|---|
| <p>COURSE NAME: NURS 473: Professional Development III: <u>Transition to Practice</u> Navigating the Profession</p> <p>CREDIT HOURS: 2+</p> <p>PREREQUISITES: NURS 331, NURS 332, NURS 333 NURS 338, NURS 339, NURS 328, NURS 334, NURS 327, NURS 329, NURS 336, NURS 330, NURS 337, NURS 335</p> <p>COREQUISITES: NURS 471, NURS 472, NURS 474, NURS 475</p> <p>COURSE DESCRIPTION: Contemporary issues confronting the nursing profession are discussed and methods to advocate for the profession are investigated. Professional skills, such as job interviewing, portfolio development, and examination of advanced roles in nursing, will be emphasized.</p> <p>COURSE OBJECTIVES: Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a plan to become involved in enhancing the profession, including engagement in political processes and professional organizations. 2. Articulate the pursuit of a nursing practice based on the concepts of excellence, lifelong learning, professional growth, and personal and professional accountability, and resiliency. 3. Demonstrate an appreciation of contemporary issues in nursing and the impact on current nursing practice | <p>COURSE NAME: NURS 473: Professional Development III: Transition to Practice</p> <p>CREDIT HOURS: 2</p> <p>PREREQUISITES: NURS 331, NURS 332, NURS 333 NURS 338, NURS 339, NURS 328, NURS 334, NURS 327, NURS 329, NURS 336, NURS 330, NURS 337, NURS 335</p> <p>COREQUISITES: NURS 471, NURS 472, NURS 474, NURS 475</p> <p>COURSE DESCRIPTION: Contemporary issues confronting the nursing profession are discussed and methods to advocate for the profession are investigated. Professional skills, such as job interviewing, portfolio development, and examination of advanced roles in nursing, will be emphasized.</p> <p>COURSE OBJECTIVES: Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a plan to become involved in enhancing the profession, including engagement in political processes and professional organizations. 2. Articulate the pursuit of a nursing practice based on the concepts of excellence, lifelong learning, professional growth, personal and professional accountability, and resiliency. 3. Demonstrate an appreciation of contemporary issues in nursing and the impact on current nursing practice |

Rationale:

1. Adding resiliency to the objective because of adding addition content modules that focus on nurse burnout, self-care, 2nd victim syndrome, compassion fatigue, and mindfulness.
2. Change in title—because the course is not only about what happens once you are a nurse, but also provides guidance on what occurs as students transition into professional practice such as resumes, interviewing, cover letters, and professional portfolio development
3. Change in course hours from 1 to 2 because of student need for in-depth support and learning as students begin to the transition into professional practice.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NRSNG 954: DNP SYNTHESIS WORKSHOP

SEMESTER: Summer

CREDIT HOURS: 1

PREREQUISITES: NRSNG 748, NRSNG 755, NRSNG 804, NRSNG 808; for Advanced Practice major, completion of NRSNG 801, NRSNG 812, and NRSNG 813, and one specialty course; for Leadership major, completion of IPHI 820; NRSNG 826, NRSNG 880, NRSNG 885, NRSNG 948 or Consent of Instructor.

COREQUISITES: None

FACULTY: TBD

COURSE DESCRIPTION:

Students will have the opportunity to demonstrate synthesis, integration, and translation of knowledge and skills acquired throughout the first half of the DNP program and during this course. Sessions and activities will focus on doctoral leadership and role transition, scientific inquiry and research application, applications of theory, and specific practice/program related competencies. A qualifying examination concludes the course.

COURSE OBJECTIVES:

At the end of this course, the students will be able to:

1. Articulate the role of the Doctor of Nursing Practice (DNP) in advanced nursing practice, on interprofessional teams, in the community, industry settings, and boards.
2. Appraise the need for systems thinking and population-based approaches to health care delivery and evaluation of outcomes.
3. Analyze strategies for personal development as nurse leader, practitioner, and scholar.
4. Apply theory, research utilization, and evidence-based practice concepts to a practice-based issue in health care.
5. Synthesize knowledge from advanced nursing coursework.

METHODOLOGY:

Group discussions and activities; individual writings, presentations, self-reflections, and exams (dependent upon specialization within Leadership and Advanced Practice). Opportunity for break-out sessions relative to the DNP major and specialization will be included.

EVALUATION OF LEARNING OUTCOMES:

Determination of "satisfactory" or "unsatisfactory" will be made by instructors for the following:

- Attendance
- Student participation

- Course activities
- Qualifying written examination

REQUIRED/RECOMMENDED TEXT/READINGS:
DNP Essentials

BRIEF CONTENT OUTLINE:

- A. The Doctor of Nursing Practice
 - a. Competencies/essentials
 - b. Contributions to nursing science
- B. Role Transition
 - a. Leadership
 - i. as a provider of care, decision maker, change agent, and influencer
 - ii. at micro, meso, and macro levels
 - b. Scholarship
 - i. Scholarly writing
 - ii. Presentations (podium and/or poster)
- C. Research Utilization
 - a. Literature review
 - b. Critique
 - c. Defining the problem
 - d. Identification and application of theory
 - e. Asking the right question(s)
- D. Exploring the DNP Project
 - a. Types of projects
 - i. quality improvement, evidence-based practice
 - b. The process
 - i. design, implementation, and evaluation
- E. Content specific to the DNP Major and Specialization

May 14, 2020

Prelicensure Major Curriculum Change Request

Pittsburg State University

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

RECEIVED
MAY 16 2020
#55
L. ...

Date: May 14, 2020

Name of Program: Irene Ransom Bradley School of Nursing

Program Administrator including credentials: Cheryl Giefer, PhD, APRN, FNP-BC, CNS-BC

Parent Institution: Pittsburg State University

Address of Institution: 1701 South Broadway
Pittsburg, KS 66762-7514

Level of the Program for which the change is being requested: Bachelor of Science in Nursing, pre-licensure track

Briefly describe the Change being requested: The Irene Ransom Bradley School of Nursing, Pittsburg State University (PSU) is requesting to increase the number of students admitted to the upper division (junior level, pre-licensure BSN) nursing program. PSU requests to increase from 90 to 95 students per year, starting in August 2020.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

Statements of Explanation from the Program

The Irene Ransom Bradley School of Nursing, Pittsburg State University is currently approved to admit 90 students per cohort. Since 2017, PSU has been participating in an assertive, but calculated approach to expanding nursing and nursing faculty in Kansas. The need to increase the capacity in the pre-licensure BSN nursing program at Pittsburg State University is apparent when considering the number of qualified applications PSU has received over the past three years and the number of qualified applicants who were placed on an alternate list.

Pre-Licensure BSN Nursing Program
Students Requesting Admission per Year / Student Admission Numbers per Year

| Pittsburg State University | 2017 | 2018 | 2019 | Totals |
|--|-------------|-------------|-------------|---------------------|
| Number of Students Requesting Admission | 112 | 152 | 112 | 376 Applications |
| Students Admitted to Pre-Licensure BSN Program | 80 | 86 | 90 | 256 Admissions |
| Number of Qualified Students Placed on the Alternate List | 24 | 40 | 12 | 76 Alternates |

Adequate Numbers of Nursing Faculty

All nursing faculty at PSU maintain registered nurse licensure in Kansas, possess a minimum of a master's degree in nursing, and 65% of the IRBSON faculty, including the Dean and Director, and maintain national board certification in their area of specialty. Doctoral-prepared faculty teach in both the undergraduate and graduate programs and a doctorate is required for a graduate level teaching assignment. All DNP faculty members have formal preparation in nursing education. Two PhD in Nursing prepared faculty and one DNP prepared faculty are certified by the National League for Nursing as Certified Nurse Educators (CNE). All faculty credentials meet Kansas State Board of Nursing requirements including RN licensure in Kansas and possession of a minimum of a master's degree in nursing. Faculty teaching assignments include teaching in content areas and/or experientially qualified. None of the current IRBSON faculty represent other disciplines besides nursing. **Faculty numbers are appropriate with 5 tenure/tenure-earning faculty, 12 full-time temporary (adjunct) and 3 Graduate Teaching Assistants teaching pre-licensure BSN clinical courses for the proposed increase to 95 students per cohort. The Director has the ability to hire part-time clinical faculty as needed.**

Summary of Faculty and Credentials, March 2020, Pittsburg State University

| Faculty Member (Tenure or Tenure-Earning) | Educational Background | Board Certification | Full-Time Tenured N = 6 | Full-Time Tenure-Earning N = 3 |
|---|---|---|-------------------------------|--------------------------------------|
| Dean, College of Arts & Sciences | EdD, Education | CNS, Maternal/Child | X Teaches 5% time | |
| Director of IRBSON | PhD, Education MSN, CNS Post-MSN, FNP | ANCC: FNP; CNS Adult; CNS Gerontology | X Teaches 10% time | |
| 1 | PhD, Human Development & Family Studies MSN, CNS | ANCC-CNS NCC/High Risk Neonatal Care | X | |
| 2 | PhD, Nursing MSN, CNS | | X | |
| 3 | PhD, Nursing MSN, FNP | AANP-FNP NLN-CNE | X | |
| 4 | PhD, Nursing MSN, FNP | AANP-FNP | X | |
| 5 | DNP, Advanced Practice MSN, FNP | AANP-FNP | X | |
| 6 | DNP, Education Leadership | | X | |
| 7 | PhD Nursing MSN, CNS | | | X |
| 8 | DNP, FNP MSN, FNP | AANP-FNP | | X |
| 9 | DNP, FNP MSN, FNP | AANP-FNP | | X |
| Full-Time Temporary | Educational Background | Board Certification | Full-Time N = 11 | Half-Time N = 4 |
| 10 | MSN, FNP | AANP-FNP | X | |
| 11 | MSN | | X | |
| 12 | DNP, FNP | AANP-FNP | X | |
| 13 | MSN, CNS | | X | |
| 14 | MSN, FNP | AANP-FNP | X | |
| 15 | MSN, CNS | | X | |
| 16 | PhD, CNS | NLN-CNE | X | |
| 17 | DNP, FNP | AANP-FNP NLN-CNE | | X |
| 18 | MSN, CNS | | X | |
| 19 | DNP, FNP | AANP-FNP | | X |
| 20 | DNP, FNP | AANP-FNP | X | |
| 21 | MSN, FNP | AANP-FNP | X | |
| 22 | MSN, Adult NP | AANP-Adult NP | X | |
| 23 | MSN Education Emphasis | | X | |
| 24 | MSN Education Emphasis | | | X |

Facility Letters from Olathe Medical Center

Pittsburg State University has initiated a new clinical contract with Olathe Medical Center, Olathe, Kansas. The following letters document that OMC is aware of the changes and the effect, if any, the change will have on the facility, patients, and staff.

Pittsburg State University
COLLEGE OF ARTS AND SCIENCES

Irene Ransom Bradley
School of Nursing
McPherson Hall
1701 South Broadway • Pittsburg, KS 66762-7514
620-235-4431 fax: 620-235-4449
www.pittstate.edu/nurs

May 14, 2020

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

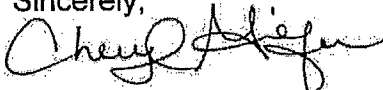
Dear Janelle and the Education Committee Members,

Hello! Pittsburg State University is writing to request to be placed on the Education Committee Agenda for the June, 2020 meeting. Enclosed is our Major Curriculum Change Request, a Request to Increase Student Numbers. I am attaching the documents as outlined in the request form.

Thank you so much for your assistance with this request. Please do not hesitate to phone if any additional information is needed. My cell number, where I may be reached during this pandemic is: 620-724-3366. Also, my email address is: cgiefer@pittstate.edu.

All of us at PSU are hoping you are staying safe and well!

Sincerely,



Cheryl Giefer, PhD, ARRN, FNP-BC, CNS-BC
Director and University Professor

May 14, 2020

← olathe medical center Pre-licensure Major Curriculum Change Request

Pittsburg State University



New message

Delete Archive Junk Move to Categorize

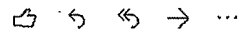


Favorites

Letter from Olathe Medical Center

Inbox 173

Kristen Toms <kristen.toms@olathehealth.org>



Sent Items 5

Thu 5/14/2020 8:52 AM
To: Cheryl Giefer
Cc: Stephanie Mahler <stephanie.mahler@olathehealth.org>

Drafts 20

Dear Cheryl,

ANEW 16-17

Thank you for reaching out to me.

Amy

Olathe Medical Center is aware of the request to the Kansas State Board of Nursing to increase student numbers from Pittsburg State University, Irene Ransom Bradley School of Nursing. The change will have no negative effect on Olathe Medical Center as we were planning to have 10 PSU students perform clinical this upcoming Academic Year, 2020-2021, during the fall and spring semesters. The addition of pre-licensure BSN students will enable our facility to participate in the education of this group of students. The patients/clients and facility staff will benefit by introducing the PSU students to OMC, with an added benefit of increasing OMC's ability to hire from this cohort of students.

Add favorite

Folders

Olathe Medical Center looks forward to hosting your students for the upcoming 2020-2021 Fall and Spring semesters.

Inbox 173

Thank you,
Kristen
Kristen Toms, MSN, RN
Education Manager
Olathe Health
Olathe Medical Center
20333 W. 151st St. | Olathe, KS | 66061
P: 913-791-4307
F: 913-791-3537
www.olathehealth.org

Drafts 20

Sent Items 5

Deleted It... 192



Junk Email 139

Archive

Notes

Amy

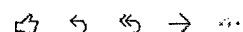
ANEW 16-17

BulkE

Chats



Cheryl Giefer
Thu 5/14/2020 6:30 AM
To: kristen.toms@olathehealth.org



Conversation Hi...

Dear Kristen,
Hello! I am forwarding a letter, which I wrote to Stephanie Mahler this morning. PSU is needing to increase our student numbers by 5 students this upcoming Fall. I am doing the request to the Kansas State Board of Nursing, which I would like to submit today. Could you or Stephanie write me a brief email stating you are aware of our request and that the increase will not have a negative effect on OMC?

My_Folders

We have the needed clinical spaces for our students and I can explain the reason for expanding, if you could give me a call? My number is 620-724-3366.

Viking

Thank you so much for helping with this on such short notice.

New folder

Peggy Totman

Sincerely,
Cheryl

Groups

SONO 743

Cheryl Giefer, PhD, APRN
Director and University Professor
Irene Ransom Bradley School of Nursing
Pittsburg State University
1701 South Broadway
Pittsburg, Kansas 66762

Grants 3

Special Events 8

Working Model of the Clinical schedule

The working models of the Clinical Schedules for the following courses are included, which describe the ability to accommodate 95 students per cohort in the following classes:

1. Fundamentals of Nursing, NURS 318: Fall of the Junior Year
2. Maternal-Child Nursing, NURS 452 and Pediatrics, NURS 462: Spring Junior Year or Fall of the Senior Year.
3. Gerontological Nursing, NURS 405: Spring Junior Year or Fall of the Senior Year.
4. Psychiatric Mental Health, NURS470: Fall of the Junior Year or Spring of the Junior Year.
5. Adult Medical-Surgical Nursing, NURS410: Fall of the Junior Year or Spring of the Junior Year.
6. Community Health Nursing, NURS502: Spring Senior Year.
7. Adult Medical-Surgical Nursing, NURS525: Spring Senior Year.
8. Internship in Nursing Practice, NURS601, Spring Senior Year.

See Appendix A for Clinical Facilities and Appendix B for Working Model.

Adequate Resources (Library, AV materials and Equipment, Laboratory, and Support Services)

During semi-annual SONO retreats, the physical resources of the SON are reviewed and discussed; any recommendations for modifications are sent to Director and dean of the CAS as appropriate. Clinical site evaluations are completed at the end of each semester by students in each clinical course and evaluated by the Director and Clinical Coordinators to ensure adequacy of clinical sites. Students provide feedback on physical facilities and clinical sites through course evaluations and Program Evaluations.

Physical Resources

The physical resources are sufficient to enable the SON's programs to fulfill its mission, goals, and expected outcomes. The physical resources provided on campus, in McPherson Hall and throughout the clinical facilities benefit nursing students by providing quality learning environments.

McPherson Hall: Since 1977, the SON has occupied McPherson Hall, which was designed and constructed as a nurse education facility. McPherson Hall has 15,894 square feet over one floor. The building houses administrative and faculty offices, student resource rooms, classrooms, a computer testing center, faculty lounge, student

(named for the founding chair of the SON). The building was updated in 2006, with renovation of existing space in the Skills Lab; the addition of a Health Simulation Center was included in the remodeling project; in 2015 modifications an administrative office was renovated to add faculty office space; and in 2018, renovations were made to expand seating in an existing classroom and a Delivery Suite was built. During the Summer of 2019, the large lecture hall underwent a \$500,000.00 makeover. A gift from a private donor paid for the new interior finishes, instructional equipment with large screens and TVs, LED lighting, and accessibility improvements. The highlight of the project is *Anatomege*, a virtual dissection table. Geothermal heating and cooling was installed in 2009.

Classrooms and Conference Rooms: McPherson Hall has three classrooms and all are equipped with wireless internet access with computers, screens and chalkboards, whiteboards or Smartboards, LCD projectors, video/DVD players, microphones and ELMO technology. Two classrooms can accommodate 58 students while the large, tiered classroom (Room 130) can accommodate 112 students. In addition to the conversion of the tiered classroom to a Mediated Lecture Hall, the remodeling included adding accessibility desks. There are three conference rooms that are able to accommodate groups of 15-24 persons. McPherson Hall is a part of the University's Ten-Year Master Building Plan for a possible addition and renovation. At this time a fundraising campaign is underway to raise \$6 million for the addition of new construction, which will house the Simulation Hospital accessible restrooms. The renovation will expand the Learning Resource Center to accommodate 90-100 desktop computer testing stations, the Skills Lab, as well as repair and renovation of existing academic home and student spaces.

Health Simulation Center/Learning Resource Center: The HSC/LRC consists of a replicated nurses' station and three simulated in-patient rooms. A recent renovation of existing space resulted in the creation of a simulated birthing room with a newborn warmer. The simulation rooms are equipped with high-fidelity human patient simulators: two adults, one pediatric, one newborn, and/or one birthing mother high fidelity simulator. Each room is wired to provide audio/visual capabilities to the lecture hall; and to the skills lab area and the computer monitors in the computer testing room. The SON is currently engaged in an effort to upgrade its human patient simulators. The updated simulators include: an adult CAS-ECS high fidelity adult simulator (2016); *Lucina*, the birthing simulator (2017); and *Super Tory*, the newborn simulator (2018). Each of the newest simulators is capable of being used throughout the building and off-site. Super Tory is transported in a baby crib and the other simulator may be wheeled via wheelchair. The SON is in process of completing the 2019 human patient simulator upgrades, which will include *Pediatric Hal*, a 5-year old child, and *Susie*, an adult female. A pediatric-size hospital bed and a pediatric wheelchair were also purchased for the Simulation Lab in 2019.

A skills lab is incorporated into the HSC/LRC with four hospital beds (purchased in 2018) and one Hillrom Birthing Bed, which supports the simulation of labor and delivery in one bed (purchased in 2018) for practice and demonstration along with equipment and supplies for a smart classroom. The HSC/LRC is maintained by one full-time unclassified professional staff and one part-time student worker. Currently, simulation is used for approximately eight percent of clinical time for the pre-licensure BSN students.

The Simulation Lab is also used for simulation scenarios with FNP students, who also participate in interdisciplinary training with healthcare providers from local agencies.

Computer Testing Center: The Computer Testing Center contains 46 computers for computerized testing and the solid state hard drives for these computers were updated in Summer of 2019. Faculty can monitor testing for large numbers of students during a single testing period. Computer testing with visual privacy screens and ear phones allow students to test in an environment like what they will experience when taking the board certification exam. The Faculty Podium which houses the teaching-learning control center in the room offers sophisticated abilities to visualize all computer screens at the same time; enables project drawing and handwriting on-screen; incorporates clicker technology; and utilizes other teaching-learning enhancements. An additional 60 laptop computers are stored in portable units for transport to any classroom in the building. Additionally, 15 laptop computers are available on a daily checkout system. **A donation of \$50,000 has been received to purchase 45 new Surface Pros to convert Room 141 to an additional Computer Testing Classroom in the Summer of 2020.**

Student Lounge and Student Computer Learning Center: Students have access to a large student lounge that overlooks University Lake and has an outside patio, which they enjoy for studying, eating and socializing. Students may use the available refrigerator, microwave, coffee pots, vending machines, table and chairs, sink and water. The Student Resource Room in McPherson Hall has six desktop computers, with a printer and scanner available for student use. A recent addition of two smaller multi-use Student Resource rooms have five computers with two additional printers and scanners with office supplies. Additionally, 15 laptops are available for student check-out for use in McPherson Hall. SON-donated resource materials are regularly monitored by the HSC/LRC Coordinator to ensure materials are no more than five years old.

Faculty Offices and Lounge: The University provides each full-time faculty member with a private office equipped with a desk, built-in bookcases, computer (a laptop, with a docking station to convert to a desktop computer), printer, and phone. The central office area has a copy machine, fax machine, supplies and work areas for faculty use. Faculty are able to prepare meals in a private kitchen area designated for faculty and staff. There is an adjoining room, known as the "Fishbowl Room" which serves as a faculty lounge and accommodates 15 to 20 persons. The Fishbowl Room features an antique library table which may be utilized for meals and also serves as a meeting space for committee or student meetings.

Equipment and Supplies: A PSU student technology fee of approximately \$10,000 is allocated to the SON each academic year for the purchase of student use equipment and supplies. Each year, there is additional funding the SON may apply for to purchase larger equipment. Over the last three years, the SON has received \$35,744 from this funding source for student use computers, equipment and supplies. In Spring of 2019. The big screen TV located in the Waggoner Room was replaced and a wireless router upgrade was made in the Spring of 2019. In 2017, *Lucina*, a human patient birthing simulator, was purchased through a HRSA grant and with support of \$18,000 from the Office of Graduate and Continuing Studies. In 2018, *Super Tory*, a neonatal human patient simulator was purchased through grant funding as well as support from the College of Arts and Sciences. The current renovation of the McPherson Lecture Hall

consists of the acquisition *Anatmage*, a virtual dissection table; and this project is supported by funding of a private donor and \$20,000 by the College of Arts and Sciences.

Clinical Sites: The SON maintains approximately 100 active affiliation agreements/contracts with regional preceptors, health systems and community-based clinical sites. Both graduate and undergraduate clinical sites are evaluated each year by faculty and students with faculty having regular contact with preceptors and clinical agencies to enhance communication of needs. Undergraduate clinical experiences focus on basic nursing care of individuals in acute and non-acute health care settings. Faculty develop graduate preceptors and sites in advancement of appropriate nurse practitioner and DNP student clinical experiences. The SON contracts and collaborates with nationally recognized health care facilities and community health agencies, to provide clinical experiences that incorporate the most current technology and patient care practices for both undergraduate and graduate students. There are agreements with preceptors known as "Preceptor Contracts", with the preceptors being selected by the students. If DNP students have difficulty finding a primary care preceptor, FNP clinical faculty do assist with obtaining a preceptor. MSN students do clinical in their home communities for advanced practice and Education Practicum and Teaching Strategies preceptorship are provided by nurse educators. Clinical faculty members of each clinical course coordinate the clinical experiences.

Process of Review and Improvement of Physical and Fiscal Resources: The SON utilizes a defined process for reviewing the currency, availability, accessibility and adequacy of the physical resources and clinical sites. Each year, faculty review resources at the SONO retreat in August. Student feedback from course evaluations and exit surveys are included in this review. Based on the review, recommendations for additional resources are made to the director and the Dean of the CAS. The SON makes modifications as necessary and appropriate. The student evaluations of the courses, clinical experiences and Program Evaluation are considered when making decisions regarding physical and fiscal resources. For example, Spring 2019 student evaluations in the NURS 452, Nursing the Childbearing Family course revealed that students wanted to spend more clinical time with Simulation Scenarios. In response, one Pediatric Simulation Scenario on asthma was added in the Fall of 2019.

Library Support: Library Services at Pittsburg State University provides comprehensive access to information resources for its user community and supports teaching and research in all subject areas and disciplines relevant to the University curriculum. The four-story Leonard H. Axe Library building, located at 1605 South Joplin Street, provides space for study, instruction, print materials, staffing, technology and services in 87,052 square feet. A branch library of 900 square feet is located on campus in room S221 inside the Kansas Technology Center. The University has invested 3.5 million dollars in facility renovations for the Axe Library since 2016 and an additional 225,000 dollars for new technology and furnishings during the same period. Students and other library users have access to a wide variety of seating and study spaces ranging from traditional library tables and chairs to booths, lounge seating, study pods, collaboration stations, and soft seating. Various zones within the library range from quiet study, to quiet conversation, and to coffee shop environments. Numerous individual and small group study rooms have been created

environments. Numerous individual and small group study rooms have been created during recent innovations. These spaces are a mixture of first-come, first-serve study rooms and reservable rooms that contain computers plus audio-visual production and editing hardware and software. Tutoring spaces, instructional classrooms, a computer lab, presentation areas, the Writing Center, and the Student Success Center/First Year Programs are also found within the Axe Library.

The Leonard H. Axe Library is open 88 hours per week during the academic year and operates two additional hours per day during the two-week period of final exams each semester. The library is open on Sundays from noon to 11 pm and Mondays through Thursdays from 7:30 am to 11pm. On Friday the library opens at 7:30 am and closes at 5:00 pm and on Saturday it opens at noon and closes at 5:00 pm. Remote access to electronic resources is available to 24-hours a day, seven days a week. The branch library in the Kansas Technology Center is open 69 hours per week during the academic year. Remote access to electronic resources is available to students and to faculty 24/7, year-round. Library holdings include 473,000 print books and over 347,000 e-books. Direct access is provided to over 87,000 journal titles in electronic and print formats. Access is also provided to more than two hundred subscription or open access databases. In addition, students and faculty have access to inter-library loan and to ProQuest Summon Discovery, a web-scale product containing more than 90 content types, 9,000 publishers, 100,000 journals and over one billion records represented in the index. Resources specific to nursing include historical and foundational texts, but holdings are primarily current within the past five years. Databases include CINAHL Plus with full text; Health Reference Center Academic; ProQuest Nursing and Allied Health Source; PubMed; PubMed with Clinical Queries; Up-To-Date; MedPix, Medical Images Database; Merck Manuals; Gale Virtual Reference Library; Medline Plus Anatomy Videos; Cochrane Database of Systematic Reviews, (1998 to 1 year ago) within PubMed Central and may be accessed through our journal portal. and others. Access to over 4,000 journals and periodicals relevant to nursing and health care are provided along with the Ebsco e-book Clinical Collection of over 2,000 titles. Library resources are reviewed annually for relevancy by library faculty and by nursing faculty. This review has often resulted in the addition of databases or journals to the library's resources. A Library faculty member, Ms. Barbara Pope, MAL, serves as library liaison for the School of Nursing and proactively responds to student and faculty needs. Reference questions, research assistance, and other service needs can be addressed in person, over the telephone, by email, or through online chat. Contacts and additional information is available through the Library's social media accounts or web pages.

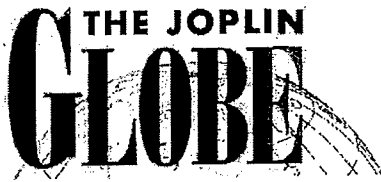
Simulation Hospital Construction Beginning Soon!

All of PSU is celebrating as a Simulation Hospital will be built adjacent to McPherson Hall, home to the Irene Ransom Bradley School of Nursing at Pittsburg State University, thanks to private donors who initiated the project after learning of the need.

The project was announced in January 2020 by President Steve Scott at the annual Spring Convocation for faculty and staff. Scott reported that \$6 million in private gifts has been identified, allowing the project to move forward.

February 3, 2020: A round-up of simulation hospital coverage in case you missed it:

https://www.joplinglobe.com/news/local_news/psu-to-build-simulation-hospital-for-nursing-students/article_251845b4-be36-5071-bf2b-e1d175b2a21e.html

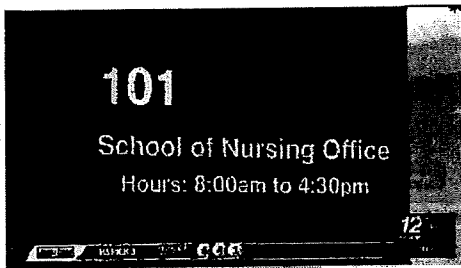


[PSU to build simulation hospital for nursing students | Local News | joplinglobe.com](#)

PITTSBURG, Kan. — Approximately \$6 million in private gifts has been given for the construction of a simulation hospital at Pittsburg State University, officials announced Thursday. The hospital ...

www.joplinglobe.com

<https://www.fourstateshomepage.com/news/psu-announces-intent-to-build-simulation-hospital/>



[PSU announces intent to build simulation hospital | KSNE/KODE - FourStatesHomepage.com](#)

PITTSBURG, Ks. — Pittsburg State University is making a big announcement regarding its school of nursing. The Irene Ransom Bradley School of Nursing is building a simulation hospital for stud...

www.fourstateshomepage.com

<https://www.koamnewsnow.com/new-simulation-hospital-to-be-built-for-psu-school-of-nursing/>



[New simulation hospital to be built for PSU School of Nursing - KOAM](#)

PITTSBURG, Kan. — A simulation hospital will be built adjacent to McPherson Hall, home to the Irene Ransom Bradley School of Nursing at Pittsburg State University, thanks to private donors who initiated the project after learning of the need. The project was announced today by President Steve Scott at the annual Spring Convocation for faculty and staff.

www.koamnewsnow.com

<https://www.salina.com/news/20200202/nursing-school-to-get-simulation-hospital>

SALINA JOURNAL

[Nursing school to get simulation hospital - News - Salina Journal - Salina, KS](#)

PITTSBURG — A simulation hospital will be built adjacent to McPherson Hall, home to the Irene Ransom Bradley School of Nursing at Pittsburg State University, thanks to private donors who ...

www.salina.com

<https://www.morningsun.net/news/20200131/new-simulation-hospital-to-be-built-for-psu-nursing-school>



[New simulation hospital to be built for PSU nursing school](#)

A simulation hospital will be built adjacent to McPherson Hall, home to the Irene Ransom Bradley School of Nursing at Pittsburg State University, thanks

www.morningsun.net

<https://newstalkkzrg.com/2020/01/30/pitt-state-to-build-new-simulation-hospital/>



[Pitt State to build new simulation hospital - Newstalk KZRG](#)

(Press release) A simulation hospital will be built adjacent to McPherson Hall, home to the Irene Ransom Bradley School of Nursing at Pittsburg State University, thanks to private donors who initiated the project after learning of the need. The project was announced today by President Steve Scott at the annual Spring Convocation for faculty and ...

newstalkkzrg.com

May 14, 2020

Prelicensure Major Curriculum Change Request

Pittsburg State University

Appendix A
Active Clinical Facility Contracts

| Facility Name | Address | City | State |
|--|--|-----------------|-------|
| Access Family Care - Neosho | 412 E. McKinney Street | Neosho | MO. |
| Addiction Treatment Center | 810 West Cedar | Girard | KS. |
| Arma Health & Rehab Center | 605 E. Melvin | Arma | KS. |
| Barton Co Health Dept | 1301 E 12th St. | Lamar | MO. |
| Barton County Memorial Hospital | 29 NW 1st. Lane | Lamar | MO. |
| Brenner Mortuary | 114 East 4th Street | Pittsburg | KS. |
| Carrington Place | 1909 East 4th Street | Pittsburg | KS. |
| The Children's Mercy Hospital (see note) | 2401 Gillham Road | Kansas City | MO. |
| ComfortCare Homes of Pittsburg, LLC | 704 Lakeview Drive | Pittsburg | KS. |
| Community Health Center of SE KS | 3011 N Michigan St | Pittsburg | KS. |
| Crawford County Health Department | 30th & Michigan | Pittsburg | KS. |
| The Center | 1600 North Walnut | Pittsburg | KS. |
| Freeman Health Systems | 1102 W 32nd | Joplin | MO. |
| Girard Medical Center | 302 N Hospital Drive | Girard | KS. |
| Harry Hynes Memorial Hospice | 3106 Main | Parsons | KS. |
| Heartland Behavioral Health | 1500 W Ashland | Nevada | MO. |
| Homer Cole Pittsburg Community Ctr. | 3003 N. Joplin Street | Pittsburg | KS. |
| Hopefield Dialysis (DaVita) | 2425 S. Rouse | Pittsburg | KS. |
| Labette Health | 1902 S. US Hwy 69 | Parsons | KS. |
| McCune Brooks Hospital-Mercy Carthage | 627 W Centennial | Carthage | MO |
| Medical Lodge South | 2520 S Rouse | Pittsburg | KS. |
| Mercy St. John's Regional Medical Ctr | 2727 McClelland Boulevard | Joplin | MO |
| Mercy Kansas Communities, Inc. dba Mercy Hospital, Ft. Scott. Covers Ft. Scott and Pittsburg Clinics | 403Woodland Hills Blvd. | Fort Scott | KS. |
| Mosaic | 2807 North Broadway | Pittsburg | KS. |
| Neosho Memorial Regional Medical Center | 629 S. Plummer | Chanute | KS. |
| Northeastern Tribal Health System | PO Box 1498 | Miami | OK. |
| Oakview Estates Residential Care | 316 Wickware Drive | Frontenac | KS. |
| Olathe Medical Center, Inc. | 20333 W. 151st. Street | Olathe | KS. |
| Olathe Health Physicians, Inc. | 13045 S. Mur-Len | Olathe | KS. |
| Pinamonti Physical Therapy | 1014 Mt Carmel Pl | Pittsburg | KS. |
| Pittsburg Care and Rehabilitation | 1005 Centennial Drive | Pittsburg | KS. |
| SEK Inerlocal 637 | 400 N Pine | Pittsburg | KS. |
| SEK-CAP Head Start | PO Box 128 401 N Sinnet | Girard | KS. |
| Shawnee Mission Medical Center | 9100 W 74th St | Shawnee Mission | KS. |
| Southern Care | 2307 S Tucker St | Pittsburg | KS. |
| St. John's Health System | 1215 S. Boulder Ave. W TU Oxley Health Sciences Bldg., RM 7002 | Tulsa | OK. |
| St. Luke's Health S | | | |
| USD 493, Columbus, KS | 802 S. High School Avenue | Columbus | KS. |
| USD 247, Cherokee, KS | 506 S. Smelter | Cherokee | KS. |
| USD 248 Girard, KS | 415 N Summit | Girard | KS. |
| USD 249 Frontenac, KS | 208 S Cayuga | Frontenac | KS. |
| USD 250 Pittsburg, KS | 510 Deill ST | Pittsburg | KS. |
| Via Christi Hospital Pittsburg, Inc. | 1 Mt Carmel Way | Pittsburg | KS. |
| Via Christi Village Pittsburg, Inc. | 1502 East Centennial Drive | Pittsburg | KS. |
| Veterans Affairs VISN 15 KC VA Center | 4801 E. Linwood Blvd. | Kansas City | MO |

Appendix B
Working Model of the Clinical schedule

| Pittsburg State University | Irene Ransom Bradley School of Nursing | | Fundamentals of Nursing NRS 318 | | Clinical Schedule | | Fall 2020 |
|-----------------------------------|---|------------------------------|--|---------------------------------------|-----------------------------------|------------------------------|-------------------------|
| | Mercy Hospital Joplin, MO | Freeman Health Joplin, MO | Olathe Medical Center Olathe KS | Ascension Via Christi Pittsburg KS | Advent Health Overland Park KS | Labette Health Parsons KS | Simulation Lab - IRBSON |
| Week # 1 | | | | | | | |
| Sept 8 Tu | | 10 | 10 | 10 | | 10 | |
| Sept 10 Th | | | | 10 | | 10 | |
| Sept 12 Sat | 10 | 10 | | | 5 | | |
| Sept 13 Su | | 10 | | | | | |
| Week #2 | | | | | | | |
| Sept 15 Tu | | 10 | 10 | 10 | | 10 | |
| Sept 17 Th | | | | 10 | | 10 | |
| Sept 19 Sat | 10 | 10 | | | 5 | | |
| Sept 20 Su | | 10 | | | | | |
| Week #3 | | | | | | | |
| Sept 22 Tu | | 10 | 10 | 10 | | 10 | |
| Sept 24 Th | | | | 10 | | 10 | |
| Sept 26 Sat | 10 | 10 | | | 5 | | |
| Sept 27 Su | | 10 | | | | | |
| Week #4 | | | | | | | |
| Sept 29 Tu | | 10 | 10 | 10 | | 10 | |
| Oct 1 Th | | | | 10 | | 10 | |
| Oct 3 Sat | 10 | 10 | | | 5 | | |
| Oct 4 Su | | 10 | | | | | |
| Week #5 | | | | | | | |
| Oct 6 Tu | Fall | Break | Simulation | All | Students | (Blood) | |
| Week #6 | | | | | | | |
| Oct 13 Tu | | 10 | 10 | 10 | | 10 | |
| Oct 15 Th | | | | 10 | | 10 | |
| Oct 17 Sat | 10 | 10 | | | 5 | | |
| Oct 18 Sun | | 10 | | | | | |
| Week # 7 | | | | | | | |
| Oct 20 Tu | | 10 | 10 | 10 | | 10 | |

| | Mercy-Joplin | Freeman-Joplin | Olathe Medical-Olathe | Via-Pittsburg | Advent-Overland Park | Labette-Parsons | Lab- IRBSON |
|------------|--------------|----------------|-----------------------|---------------|----------------------|-----------------|-------------|
| Oct 22 Th | | | | 10 | | 10 | |
| Oct 24 Sat | 10 | 10 | | | 5 | | |
| Oct 25 Su | | 10 | | | | | |
| Week #8 | | | | | | | |
| Oct 27 Tu | | 10 | 10 | 10 | | 10 | |
| Oct 29 Th | | | | 10 | | 10 | |
| Oct 31 Sat | 10 | 10 | | | 5 | | |
| Nov 1 Su | | 10 | | | | | |
| Week #9 | | | | | | | |
| Nov 3 Tu | | 10 | 10 | 10 | | 10 | |
| Nov 5 Th | | | | 10 | | 10 | |
| Nov 7 Sat | 10 | 10 | | | 5 | | |
| Nov 8 Su | | 10 | | | | | |
| Week #10 | | | | | | | |
| Nov 10 Tu | | 10 | | 10 | | 10 | |
| Nov 12 Th | | | | 10 | | ?10 | |
| Nov 14 Sat | 10 | 10 | | | 5 | | |
| Nov 15 Su | | 10 | | | | | |
| Week #10 | | | | | | | |
| Nov 17 Tu | Makeup | Day | | | | | |
| Nov 19 Th | Makeup | Day | | | | | |
| Wee. #11 | | | | | | | |
| Nov 24 Tu | Simulation | Day | Thanksgiving | Break | (Pain) | | |
| Week #12 | | | | | | | |
| Dec 1 Tu | Simulation | Day | (Putting It | All | Together) | | |

Clinical Schedule Fall 2020

N452 OB and N462 Peds Clinical Schedule

| Group 01 | 8/19 Wed | 8/26 Wed | 9/2 Wed | 9/9 Wed | 9/15 Tues | | 9/17 Thurs | 9/23 Wed | | 10/30 Wed |
|-------------|-------------|-------------|------------|------------|--------------|-------------|---------------|-------------|--------------|--------------|
| Student #1 | OR | FLD | FP | NICU/FAC | FRC | | | FPP | | FNSY |
| Student #2 | OR | FLD | FP | NICU/FAC | FRC | | Present | FPP | | FNSY |
| Student #3 | OR | FLD | FP | NICU/FAC | FRC | | preschool | FNSY | | FPP |
| Student #4 | OR | FPP | FP | NICU/FAC | FRC | | teaching | FNSY | | FLD |
| Student #5 | OR | FPP | FP | NICU/FAC | FRC | | project | FNSY | | FLD |
| Student #6 | OR | FPP | NICU/FAC | FP | FRC | | at | FLD | | FNSY |
| Student #7 | OR | FNSY | NICU/FAC | FP | FRC | | FRC | FLD | | FPP |
| Student #8 | OR | FNSY | NICU/FAC | FP | FRC | | | FLD | | FPP |
| Student #9 | OR | FNSY | NICU/FAC | FP | FRC | | | FPP | | FLD |
| Student #10 | OR | FNSY | NICU/FAC | FP | FRC | | | FPP | | FLD |
| Group 02 | 8/19 Wed | 8/26 Wed | 9/2 Wed | 9/9 Wed | | 9/16 Wed | | 9/24 Wed | 9/27 Tues | |
| Student #1 | OR | FP | VCNSY | VCPP | | VCLD | | NICU/FAC | FRC | |
| Student #2 | OR | FP | VCNSY | VCPP | | VCLD | Present | NICU/FAC | FRC | |
| Student #3 | OR | FP | VCLD | VCNSY | | VCPP | preschool | NICU/FAC | FRC | |
| Student #4 | OR | FP | VCLD | VCNSY | | VCPP | teaching | NICU/FAC | FRC | |
| Student #5 | OR | NICU/FAC | VCNSY | VCLD | | VCPP | project | FP | FRC | |
| Student #6 | OR | NICU/FAC | VCPP | VCLD | | VCNSY | at | FP | FRC | |
| Student #7 | OR | NICU/FAC | VCPP | VCLD | | VCNSY | FRC | FP | FRC | |
| Student #8 | OR | NICU/FAC | VCPP | VCNSY | | VCLD | | FP | FRC | |
| Student #9 | OR | FP | VCLD | VCNSY | | VCPP | | NICU/FAC | FRC | |
| Student #10 | OR | FP | VCLD | VCNSY | | VCPP | | NICU/FAC | FRC | |

*Subject to change: Due to the unpredictable and ever-changing census in maternity, neonatal, and pediatric units, flexibility is required from students in regards to clinical sites and times.

| | | | |
|-------|--|-------------|------|
| OR | Orientation Freeman Hospital & Autism Center, Pittsburg, KS | 7:30-12:00+ | 8 |
| VCLD | Via Christi Hospital Labor and Delivery, Pittsburg, KS | 0630-1700 | 10.5 |
| VCPP | Via Christi Hospital Postpartum, Pittsburg, KS | 0630-1700 | 10.5 |
| VCNSY | Via Christi Hospital Nursery, Pittsburg, KS | 0630-1700 | 10.5 |
| FLD | Freeman Hospital Labor and Delivery, Joplin, MO | 0630-1700 | 10.5 |
| FPP | Freeman Hospital Postpartum, Joplin, MO | 0630-1700 | 10.5 |
| FNSY | Freeman Hospital Nursery, Joplin, MO | 0630-1700 | 10.5 |
| NICU | Freeman Hospital NICU, Joplin, MO | 0630-1300 | 6.5 |
| FAC | Freeman Autism Center 2808 S Picher Ave. Joplin, MO (417)347-7850 | 1300-1700 | 3 |
| FP | Freeman Pediatric Floor, Joplin, MO | 0630-1700 | 10.5 |
| FRC | Family Resource Center Milestones 1600 N Walnut, Pittsburg 235-3150 | 0645-1700 | 8 |
| FRC | Family Resource Center Preschool Teaching Project 1600 N Walnut, Pittsburg 235-3150 | 8:00-12:00 | 4 |

Clinical Schedule Fall 2020

N452 OB and N462 Peds Clinical Schedule

| Group 03 | 8/19 Wed | 8/25 Tues | 9/1 Tues | 9/8 Tues | 9/16 Wed | 9/17 Thurs | 9/22 Tues | 9/30 Wed |
|-------------|-------------|--------------|-------------|-------------|-------------|---------------|--------------|-------------|
| Student #1 | OR | VCNSY | VCLD | VCPP | FP | | FRC | NICU/FAC |
| Student #2 | OR | VCNSY | VCLD | VCPP | FP | Present | FRC | NICU/FAC |
| Student #3 | OR | VCLD | VCPP | VCNSY | FP | preschool | FRC | NICU/FA |
| Student #4 | OR | VCLD | VCPP | VCNSY | FP | teaching | FRC | NICU/FAC |
| Student #5 | OR | VCNSY | VCPP | VCLD | FP | project | FRC | NICU/FAC |
| Student #6 | OR | VCPP | VCNSY | VCLD | NICU/FAC | at | FRC | FP |
| Student #7 | OR | VCPP | VCLD | VCNSY | NICU/FAC | FRC | FRC | FP |
| Student #8 | OR | VCLD | VCNSY | VCPP | NICU/FAC | | FRC | FP |
| Student #9 | OR | VCLD | VCNSY | VCPP | NICU/FAC | | FRC | FP |
| Student #10 | OR | VCLD | VCNSY | VCPP | NICU/FAC | | FRC | FP |

*Subject to change: Due to the unpredictable and ever-changing census in maternity, neonatal, and pediatric units, flexibility is required from students in regards to clinical sites and times.

| | | | |
|-------|--|-------------|------|
| OR | Orientation Freeman Hospital & Autism Center, Pittsburg, KS | 7:30-12:00+ | 8 |
| VCLD | Via Christi Hospital Labor and Delivery, Pittsburg, KS | 0630-1700 | 10.5 |
| VCPP | Via Christi Hospital Postpartum, Pittsburg, KS | 0630-1700 | 10.5 |
| VCNSY | Via Christi Hospital Nursery, Pittsburg, KS | 0630-1700 | 10.5 |
| FLD | Freeman Hospital Labor and Delivery, Joplin, MO | 0630-1700 | 10.5 |
| FPP | Freeman Hospital Postpartum, Joplin, MO | 0630-1700 | 10.5 |
| FNSY | Freeman Hospital Nursery, Joplin, MO | 0630-1700 | 10.5 |
| NICU | Freeman Hospital NICU, Joplin, MO | 0630-1300 | 6.5 |
| FAC | Freeman Autism Center 2808 S Picher Ave. Joplin, MO (417)347-7850 | 1300-1700 | 4 |
| FP | Freeman Pediatric Floor, Joplin, MO | 0630-1700 | 10.5 |
| FRC | Family Resource Center Milestones 1600 N Walnut, Pittsburg 235-3150 | 0645-1600 | 8 |
| FRC | Family Resource Center Preschool Teaching Project 1600 N Walnut, Pittsburg 235-3150 | 8:00-12:00 | 4 |

Clinical Schedule Fall 2020

N452 OB and N462 Peds Clinical Schedule

| Group 04 | 8/19 Wed | 9/17 Thurs | 10/7 Wed | Fall Break | 10/14 Wed | 10/20 Tues | | | 11/4 Wed | 11/11 Wed | | 11/18 Wed |
|-------------|-------------|---------------|--------------|---------------|---------------|---------------|--------------|---------------|-------------|--------------|---------------|--------------|
| Student #1 | OR | | FLD | | NICU/FAC | FRC | | | FPP | FNSY | | FP |
| Student #2 | OR | Present | FP | | NICU/FAC | FRC | | | FPP | FNSY | | FLD |
| Student #3 | OR | preschool | FP | | NICU/FAC | FRC | | | FNSY | FPP | | FLD |
| Student #4 | OR | teaching | FPP | | NICU/FAC | FRC | | | FLD | FNSY | | FP |
| Student #5 | OR | project | FPP | | NICU/FAC | FRC | | | FNSY | FLD | | FP |
| Student #6 | OR | at | FLD | | FPP | FRC | | | FP | FNSY | | NICU/FAC |
| Student #7 | OR | FRC | FNSY | | FPP | FRC | | | FP | FLD | | NICU/FAC |
| Student #8 | OR | | FNSY | | FP | FRC | | | FLD | FPP | | NICU/FAC |
| Student #9 | OR | | FNSY | | FLD | FRC | | | FP | FPP | | NICU/FAC |
| Student #10 | OR | | FNSY | | FLD | FRC | | | FP | FPP | | NICU/FAC |
| Group 05 | 8/19 Wed | 9/17 Thurs | 10/6 Tues | Fall Break | 10/13 Tues | | 10/21 Wed | 10/27 Tues | | 11/11 Wed | 11/17 Tues | |
| Student #1 | OR | | VCNSY | | VCPD | | FP | FRC | | NICU/FAC | VCLD | |
| Student #2 | OR | Present | VCNSY | | VCPD | | FP | FRC | | NICU/FAC | VCLD | |
| Student #3 | OR | preschool | VCLD | | VCNSY | | FP | FRC | | NICU/FAC | VCPD | |
| Student #4 | OR | teaching | VCLD | | VCNSY | | FP | FRC | | NICU/FAC | VCPD | |
| Student #5 | OR | project | VCNSY | | VCLD | | NICU/FAC | FRC | | FP | VCPD | |
| Student #6 | OR | at | VCNSY | | VCLD | | NICU/FAC | FRC | | FP | VCPD | |
| Student #7 | OR | FRC | VCPD | | VCLD | | NICU/FAC | FRC | | FP | VCNSY | |
| Student #8 | OR | | VCPD | | VCNSY | | NICU/FAC | FRC | | FP | VCLD | |
| Student #9 | OR | | VCPD | | VCLD | | NICU/FAC | FRC | | FP | VCNSY | |
| Student #10 | OR | | VCPD | | VCLD | | NICU/FAC | FRC | | FP | VCNSY | |

*Subject to change: Due to the unpredictable and ever-changing census in maternity, neonatal, and pediatric units, flexibility is required from students in regards to clinical sites and times.

| | | | |
|-------|--|-------------|------|
| OR | Orientation Freeman Hospital & Autism Center, Joplin, MO | 7:30-12:00+ | 8 |
| VCLD | Via Christi Hospital Labor and Delivery, Pittsburg, KS | 0630-1700 | 10.5 |
| VCPD | Via Christi Hospital Postpartum, Pittsburg, KS | 0630-1700 | 10.5 |
| VCNSY | Via Christi Hospital Nursery, Pittsburg, KS | 0630-1700 | 10.5 |
| FLD | Freeman Hospital Labor and Delivery, Joplin, MO | 0630-1700 | 10.5 |
| FPP | Freeman Hospital Postpartum, Joplin, MO | 0630-1700 | 10.5 |
| FNSY | Freeman Hospital Nursery, Joplin, MO | 0630-1700 | 10.5 |
| NICU | Freeman Hospital NICU, Joplin, MO | 0630-1300 | 6.5 |
| FP | Freeman Pediatric Floor, Joplin, MO | 0630-1700 | 10.5 |
| FAC | Freeman Autism Center 2808 S Picher Ave. Joplin, MO (417)347-7850 | 1300-1700 | 4 |
| FRC | Family Resource Center Milestones 1600 N Walnut, Pittsburg | 0645-1600 | 8 |

**Clinical Schedule Fall 2020
Repeating this Schedule for Spring 2021**

N405 – Gerontological Nursing, Pittsburg State University

| Students Groups 4, 5 | 8/18 Tues | 8/19 Wed | 8/25 Tues | 8/26 Wed | 9/1 Tues | 9/2 Wed | 9/8 Tues | 9/9 Wed | 9/15 Tues | 9/16 Wed | 9/22 Tues | 9/23 Wed | 9/26 Tues | 9/30 Wed | 10/6 Tues |
|----------------------|--------------|-------------|--------------|-------------|-------------|------------|-------------|------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| 1 | PHR/VCV | W1 | | ARU | C1 | | B | | S | | | H | OV | D | P |
| 2 | PHR/VCV | W1 | | ARU | C1 | | B | | S | | | H | OV | D | P |
| 3 | PHR/VCV | W2 | | ARU | C2 | D | B | | S | | H | | OV | | P |
| 4 | PHR/VCV | W2 | | ARU | C2 | D | B | H | S | | | | OV | | P |
| 5 | PHR/VCV | H | | ARU | | | B | W2 | S | | | C2 | OV | I | P |
| 6 | C1 | ARU | | W1 | PHR/VCV | | B | | S | | H | | OV | I | P |
| 7 | C1 | ARU | H | D | PHR/VCV | | B | W1 | S | | | | OV | | P |
| 8 | | ARU | H | D | PHR/VCV | | B | W1 | S | | | C2 | OV | | P |
| 9 | H | ARU | | W1 | PHR/VCV | | B | | S | C2 | | | OV | I | P |
| 10 | H | ARU | | | PHR/VCV | | B | W2 | S | C2 | | | OV | I | P |
| 1 | VCV | D | OV | | | W1 | B/S | ARU | PHR | C1 | | | H | | P |
| 2 | VCV | D | OV | | | W2 | B/S | ARU | PHR | C1 | | | H | | P |
| 3 | VCV | | OV | | | W2 | B/S | ARU | PHR | D | C2 | | | H | P |
| 4 | VCV | | OV | | H | W1 | B/S | ARU | PHR | D | C2 | | | | P |
| 5 | VCV | | OV | | | H | B/S | ARU | PHR | W1 | | D | | C1 | P |
| 6 | | | OV | | VCV | ARU | B/S | | H | W2 | PHR | C1 | | I | P |
| 7 | | | OV | | VCV | ARU | B/S | | H | W2 | PHR | C1 | | I | P |
| 8 | | | OV | | VCV | ARU | B/S | D | C1 | H | PHR | W1 | | | P |
| 9 | | | OV | | VCV | ARU | B/S | D | C1 | H | PHR | W1 | | | P |
| 10 | | | OV | | VCV | ARU | B/S | H | | W1 | PHR | D | | C1 | P |

279

| Students Groups 1, 2, 3 | 10/6 Tues | 10/7 Wed | 10/13 Tues | 10/14 Wed | 10/20 Tues | 10/21 Wed | 10/27 Tues | 10/28 Wed | 11/03 Tues | 11/04 Wed | 11/10 Tues | 11/11 Wed | 11/17 Tues | 11/18 Wed | 12/1 Tues | 12/2 Wed |
|-------------------------|--------------|-------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|--------------|-------------|
| 1 | P | D | | ARU | S | W1 | B/VCV | | H | A | OV | C2 | | | PHR | |
| 2 | P | D | | ARU | S | W1 | B/VCV | | H | A | OV | C2 | | | | |
| 3 | P | W1 | | ARU | S | | B/VCV | A | C1 | | OV | PHR | H | | | |
| 4 | P | W1 | | ARU | S | | B/VCV | A | C1 | | OV | PHR | H | | | |
| 5 | P | W2 | | D | S | A | B/VCV | | C2 | | OV | PHR | | | H | |
| 6 | P | W2 | | D | S | A | B/VCV | | C2 | | OV | PHR | | | H | |
| 7 | P | ARU | | W1 | S | | B/VCV | | | A | OV | PHR | C1 | | | H |
| 8 | P | ARU | | W1 | S | | B/VCV | | | A | OV | | C1 | PHR | | H |
| 9 | P | ARU | | W2 | S | H | B/VCV | A | | C1 | OV | | | PHR | | |
| 10 | P | ARU | | W2 | S | H | B/VCV | A | | C1 | OV | | | PHR | | |

Clinical Schedule Fall 2020
Repeating this Schedule for Spring 2021

N405 – Gerontological Nursing, Pittsburg State University

| | 10/6 Tues | 10/7 Wed | 10/13 Tues | 10/14 Wed | 10/20 Tues | 10/21 Wed | 10/27 Tues | 10/28 Wed | 11/3 Tues | 11/4 Wed | 11/10 Tues | 11/11 Wed | 11/17 Tues | 11/18 Wed | 12/1 Tues | 12/2 Wed |
|----|--------------|-------------|---------------|--------------|---------------|--------------|---------------|--------------|--------------|-------------|---------------|--------------|---------------|--------------|--------------|-------------|
| 1 | P | H | S | | OV | A | B/VCV | D | | C2 | | W1 | | PHR | | |
| 2 | P | H | S | | OV | A | B/VCV | D | | C2 | | W1 | | PHR | | |
| 3 | P | C1 | S | H | OV | | B/VCV | | | W2 | | | | A | PHR | ARU |
| 4 | P | C1 | S | H | OV | | B/VCV | | | W2 | | | | A | PHR | D |
| 5 | P | C2 | S | | OV | ARU | B/VCV | | | W1 | | A | | | PHR | D |
| 6 | P | C2 | S | | OV | ARU | B/VCV | | | W1 | | A | | | PHR | ARU |
| 7 | P | A | S | | OV | W2 | B/VCV | C1 | | | | | PHR | | | ARU |
| 8 | P | A | S | | OV | W2 | B/VCV | C1 | | | | | PHR | | | |
| 9 | P | A | S | | OV | D | B/VCV | C2 | | | | W2 | PHR | H | | |
| 10 | P | A | S | | OV | D | B/VCV | C2 | | | | W2 | PHR | H | | |
| 1 | P | | PHR | C2 | | | B/VCV | W1 | | OV | S | D | | A | I | |
| 2 | P | | PHR | C2 | | | B/VCV | W1 | | OV | S | D | | A | I | |
| 3 | P | | PHR | A | | | B/VCV | | | OV | S | C1 | | W2 | I | ARU |
| 4 | P | | PHR | A | | | B/VCV | | | OV | S | C1 | | W2 | | |
| 5 | P | | C2 | A | | | B/VCV | | PHR | OV | S | H | | W1 | | |
| 6 | P | | C2 | A | | | B/VCV | | PHR | OV | S | H | | D | | W1 |
| 7 | P | | C1 | A | | | B/VCV | H | PHR | OV | S | | | D | | W1 |
| 8 | P | | C1 | | | ARU | B/VCV | H | PHR | OV | S | A | | W1 | | |
| 9 | P | | H | C1 | | ARU | B/VCV | W2 | | OV | S | A | PHR | | | |
| 10 | P | | H | C1 | | | B/VCV | W2 | | OV | S | A | PHR | | | ARU |

-280-

| | | | |
|-------|------------------------|-------------------------|-----|
| PHR | Pittsburg Health Rehab | 0800-1100 | 3 |
| S | Scenario | TBA | 3 |
| WD1 | Wound Care-Via Christi | 0800-11:30 | 3.5 |
| WD2 | | 12:30-1600 | |
| VCV | Via Christi Village | 1200-1500 | 3 |
| OV | Oak View Estates | 0800-1200 | 4 |
| C1/C2 | Comfort Care Homes | T- 9-3 W- 6:30-12:30 | 6 |
| ARU | Acute Rehab. Unit | 0730-1530 | 8 |
| B | Brenner Mortuary | 1000-noon | 2 |
| P | PATH | 0800-1200 | 8 |
| D | Dialysis | 0800-1230 | 4.5 |
| H | Hospice | 0930-1600 | 6.5 |
| I | Interview | Independ. | 3 |
| A | Arma | 0730-1530 | 8 |

← Dementia Simulation

| | | | | | | | | | | | | | | | |
|---|-------|------|-----|------|--|------|------|------|------|---|------|------|------|--|--|
| Psychiatric Mental –Health, NURS 470 Clinical 1st half, Sections 1 and 2 Repeats for Spring, 2021 | | | | | Dolores Pruitt : 620-224-9949 dpruitt@pittstate.edu Clinical sites Heartland, Senior Behavioral Health, Addiction Treatment | | | | | Taylor Ceden0: Ph: 620-687-5003 tcedeno@gus.pittstate.edu Mercy Behavioral Health | | | | | |
| SBH: Senior Behavioral Health: 7 hours ATC: Addiction Treatment Center: 5 hours Facility orientation day: 6.5 hours | | | | | M: Mercy Behavioral Health: 12 hours H: Heartland Behavioral Health : 7.5 hours | | | | | S1: Schizophrenia Simulation with hypnotic overdose simulation: 6 hours S2: Alcohol Withdrawal & Opioid OD 4 hrs | | | | | |
| Clinical Dates | 8/20 | 8/25 | 9/1 | 9/8 | 9/9 | 9/15 | 9/16 | 9/22 | 9/23 | 9/29 | 9/30 | 10/6 | 10/7 | | |
| | Thurs | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed | | |
| | o | SBH | | | | | | ATC | | S2 | M | S1 | H | | |
| | o | SBH | | | | | | ATC | | s2 | M | S1 | H | | |
| | o | SBH | | | | | | ATC | | s2 | M | S1 | H | | |
| | o | SBH | | | | ATC | | | | s2 | M | S1 | H | | |
| | o | SBH | | | | ATC | | | | s2 | M | S1 | H | | |
| | o | ATC | | SBH | | | M | | | s2 | | S1 | H | | |
| | o | ATC | | SBH | | | M | | | s2 | | S1 | H | | |
| | o | ATC | | SBH | | | M | | | s2 | | S1 | H | | |
| | o | | ATC | SBH | | | M | | | s2 | | S1 | H | | |
| | o | | ATC | SBH | | | M | | H | s2 | | S1 | | | |
| | o | | ATC | SBH | | | M | | H | s2 | | S1 | | | |
| | o | | M | | ATC | SBH | | | H | s2 | | S1 | | | |
| | o | | M | | ATC | SBH | | | H | s2 | | S1 | | | |
| | o | | M | | ATC | SBH | | | H | s2 | | S1 | | | |
| | o | | M | | | SBH | ATC | | H | s2 | | S1 | | | |
| | o | | M | | | SBH | ATC | | H | s2 | | S1 | | | |
| | o | | M | | | SBH | ATC | | H | s2 | | S1 | | | |
| | o | SBH | | | | ATC | | | H | s2 | M | S1 | | | |

281

Psychiatric Mental-Health, N470
Clinical 2nd half, Sections 3, 4, 5
Repeats in Spring, 2021

Dolores Pruitt : 620-224-9949
dpruitt@pittstate.edu
Clinical sites Heartland Adolescent
Psychiatric; Girard Medical Center Senior
Behavioral Health, Addiction Treatment

Taylor Cedeno: Ph: 620-687-5003
tcedeno@pus.pittstate.edu
Mercy Behavioral Health

SBH: Senior Behavioral Health: 7 hours
ATC: Addiction Treatment Center: 5 hours
Facility orientation day: 6.5 hours

M: Mercy Behavioral Health: 12 hours
H: Heartland Behavioral Health : 7.5
hours

S1: Schizophrenia Simulation with
hypnotic overdose simulation: 6 hours
S2: Alcohol Withdrawal & Opioid OD 4 hrs

| Clinical Dates | 10/13 | 10/14 | 10/20 | 10/21 | 10/27 | 10/28 | 11/3 | 11/4 | 11/10 | 11/11 | 11/17 | 11/18 | 12/1 | 12/2 |
|----------------|-------|-------|-------|-------|-------|-------|------|------|-------|-------|-------|-------|------|------|
| | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed | Tues | Wed |
| | | M | S1 | | ATC | | SBH | S2 | | | | H | | |
| | | M | S1 | | ATC | | SBH | S2 | | | | H | | |
| | | M | S1 | | ATC | | SBH | S2 | | | | H | | |
| | | M | S1 | | ATC | | SBH | S2 | | | | H | | |
| | | M | S1 | | | | SBH | S2 | ATC | | | H | | |
| | | M | S1 | | SBH | | | S2 | ATC | | | H | | |
| | SBH | | S1 | | | | ATC | S2 | | M | | H | | |
| | SBH | | S1 | | | | ATC | S2 | | M | | H | | |
| | SBH | | S1 | | | | ATC | S2 | | M | | H | | |
| | SBH | | S1 | | | | ATC | S2 | | M | | H | | |
| | SBH | | S1 | H | | | | S2 | | M | ATC | | | |
| | ATC | | S1 | H | SBH | | | S2 | | M | | | | |
| | ATC | | S1 | H | SBH | | | S2 | | | | M | | |
| | ATC | | S1 | H | SBH | | | S2 | | | | M | | |
| | ATC | | S1 | H | SBH | | | S2 | | | | M | | |
| | ATC | S1 | H | SBH | | | | S2 | | | | M | | |
| | ATC | S1 | H | | | | SBH | S2 | | | | M | | |
| | ATC | S1 | H | | | M | | S2 | | | SBH | | | |
| | H | S1 | | | | M | | S2 | | ATC | SBH | | | |
| | H | S1 | | | | M | | S2 | ATC | | SBH | | | |
| | H | S1 | | | | M | | S2 | ATC | | SBH | | | |
| | H | S1 | | | | M | | S2 | | ATC | SBH | | | |
| | H | S1 | M | | | | | S2 | SBH | | ATC | | | |
| | H | S1 | M | | | | | S2 | SBH | | ATC | | | |
| | H | S1 | | | | M | | S2 | SBH | | ATC | | | |
| | H | S1 | M | | | | | S2 | SBH | ATC | | | | |
| | H | S1 | M | | | | | S2 | SBH | ATC | | | | |

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 1st Half Group
Clinical Instructor on Tuesdays: Zac Palumbo (620)-249-8140 at Freeman Health Systems
Clinical Instructor on Wednesdays: Hilary Gorman (281)-814-0920 at Freeman Health Systems

| NURS 410-05 | Aug 18/19 | Aug 25/26 | Sept 1/2 | Sept 8/9 | Sept 15/16 | Sept 23 (Wed) | Sept 30 (Wed) | Oct 6 (Tues) |
|-------------|-----------|-----------|----------|----------|------------|------------------|------------------|-----------------|
| Student #1 | SD&ET/HT | OR/CMU | CMU/CM2 | CI/PSU | CM2/OWC | CMU | CMU | OCA |
| Student #2 | SD&ET/HT | CMU/OR | CM2/CMU | OCA/PSU | CMU/CMU | OWC | CI | CM2 |
| Student #3 | SD&ET/HT | CM2/CMU | CMU/CI | CM2/PSU | OR/OCA | CMU | OWC | CMU |
| Student #4 | SD&ET/HT | CMU/CI | OR/OWC | CMU/PSU | CM2/CM2 | OCA | CMU | CMU |
| Student #5 | SD&ET/HT | CM2/CMU | CMU/OCA | CMU/PSU | OWC/CMU | CI | CM2 | OR |
| Student #6 | SD&ET/HT | CMU/OCA | CMU/OR | CM2/PSU | CI/CM2 | CMU | CMU | OWC |
| Student #7 | SD&ET/HT | CI/CMU | OCA/CM2 | OWC/PSU | CMU/CMU | CM2 | OR | CMU |
| Student #8 | SD&ET/HT | CMU/OWC | CM2/CMU | CMU/PSU | OCA/CI | OR | CM2 | CMU |
| Student #9 | SD&ET/HT | OCA/CM2 | OWC/CMU | CMU/PSU | CMU/OR | CM2 | CMU | CI |

-SD: Clinical Skills Day - @ PSU. August 18th – 8:30am – 3:30pm in Room 143, wear nursing uniform, name badge, and bring your stethoscope.

-ET: EPIC Computer Training @ PSU– August 18th – will complete after the Skills Check-Offs

-HT: Freeman Hospital Tour. Wednesday, August 19th – 10am – 11am - Park in FRED. Please wear nursing uniform and Freeman name badge. Meet in Tower lobby next to the waterfall.

-CMU: Freeman Cardiac/Medical Unit (Modules 1-4): Tuesdays & Wednesdays 6:15AM – 2:15PM (Post-conference will be from 1:15pm – 2:15pm). Students are to bring Freeman ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook.

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 1st Half Group
Clinical Instructor on Tuesdays: Zac Palumbo (620)-249-8140 at Freeman Health Systems
Clinical Instructor on Wednesdays: Hilary Gorman (281)-814-0920 at Freeman Health Systems

-CM2: Cardiac/Medical Unit #2 (Modules 1-4): Tuesdays & Wednesdays **6:15AM - 2:15PM** (Post-conference will be from 1:15pm – 2:15pm). Students are to bring Freeman ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook. **ATTEND POST-CONFERENCE WITH STUDENTS ON CMU.**

-OWC: Freeman Outpatient Wound Care (Module 5). Tuesdays or Wednesdays from ***9:00 AM to 2:00 PM**. Meet at the wound center – located at 3315 McIntosh Circle Drive. Bring bandage scissors and penlight. Wear PSU uniform and Freeman ID badge.

-OR: Freeman Operating Room (Module 6) - Tuesdays & Wednesdays **6:15AM - 2:15PM**. If they are done for the day before these times, please come up to CMU. Wear nursing uniform & Freeman ID badge to hospital. Check out OR scrubs, change in OR locker rooms and report to the OR charge nurse. Take OR clinical materials. Please remember to return your OR scrubs before you leave for the day. There is a fine for not returning your scrubs.

-OCA: Freeman Hospital Operative Care Area/Pre-Op (Module 7) - Tuesdays & Wednesdays **6:15AM - 2:15PM**. If they are done for the day before these times, please come up to CMU. Wear nursing uniform, Freeman ID badge, bring stethoscope, scissors, black-ink pen, watch, and clinical paperwork. Report to charge nurse.

-CI: Freeman Cancer Institute - Tuesdays or Wednesdays. ***8:30AM – 3:30PM**. 3415 McIntosh Circle Drive. Bring stethoscope, black ink pen, scissors, watch, penlight, clinical paperwork, med cards or drug handbook. PSU uniform and Freeman ID badge are to be worn. Bring your lunch.

-PSU: METI Simulation in PSU Learning Resource Center – Wednesday, September 9th from **2:00PM – 5:00PM**. Simulation and clinical activities at PSU. Wear nursing uniform, PSU ID badge, bring stethoscope, pencil, and Lewis textbook.

96 Clinical Hour Breakdown:

48 hours – Freeman Med-Surg Floors
8 hours – Freeman Outpatient Wound Clinic
8 hours – Freeman Operating Room
8 hours – Freeman Operative Care Area
8 hours – Freeman Cancer Institute
8 hours – Clinical Skills Day/Lab Check-Offs
3 hours – Simulations @ PSU
4 hours – EPIC training/Hospital Orientation
1 hour – Freeman Hospital Tour

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 2nd Half Group
Clinical Instructor on Tuesdays: Zac Palumbo (620)-249-8140 at Freeman Health Systems
Clinical Instructor on Wednesdays: Hilary Gorman (281)-814-0920 at Freeman Health Systems

| NURS 410-02 | Aug 18/19 | Oct 13/14 | Oct 20/21 | Oct 27/28 | Nov 3/4 | Nov 10/11 | Nov 17 (Tues) |
|-------------|-----------|-----------|-----------|-----------|---------|-----------|------------------|
| Student #1 | SD&ET/HT | OR/CMU | CMU/CM2 | CI/PSU | CM2/OWC | CMU/CMU | OCA |
| Student #2 | SD&ET/HT | CMU/OR | CM2/CMU | OCA/PSU | CMU/CMU | OWC/CI | CM2 |
| Student #3 | SD&ET/HT | CM2/CMU | CMU/CI | CM2/PSU | OR/OCA | CMU/OWC | CMU |
| Student #4 | SD&ET/HT | CMU/CI | OR/OWC | CMU/PSU | CM2/CM2 | OCA/CMU | CMU |
| Student #5 | SD&ET/HT | CM2/CMU | CMU/OCA | CMU/PSU | OWC/CMU | CI/CM2 | OR |
| Student #6 | SD&ET/HT | CMU/OCA | CMU/OR | CM2/PSU | CI/CM2 | CMU/CMU | OWC |
| Student #7 | SD&ET/HT | CI/CMU | OCA/CM2 | OWC/PSU | CMU/CMU | CM2/OR | CMU |
| Student #8 | SD&ET/HT | CMU/OWC | CM2/CMU | CMU/PSU | OCA/CI | OR/CM2 | CMU |
| Student #9 | SD&ET/HT | OCA/CM2 | OWC/CMU | CMU/PSU | CMU/OR | CM2/CMU | CI |

-SD: Clinical Skills Day - @ PSU. August 18th – 8:30am – 3:30pm in Room 143, wear nursing uniform, name badge, and bring your stethoscope.

-ET: EPIC Computer Training @ PSU- August 18th – will complete after the Skills Check-Offs

-HT: Freeman Hospital Tour. Wednesday, August 19th – 10am – 11am - Park in FRED. Please wear nursing uniform and Freeman name badge. Meet in Tower lobby next to the waterfall.

-CMU: Freeman Cardiac/Medical Unit (Modules 1-4): Tuesdays & Wednesdays 6:15AM – 2:15PM (Post-conference will be from 1:15pm – 2:15pm). Students are to bring Freeman ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook.

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 2nd Half Group
Clinical Instructor on Tuesdays: Zac Palumbo (620)-249-8140 at Freeman Health Systems
Clinical Instructor on Wednesdays: Hilary Gorman (281)-814-0920 at Freeman Health Systems

-CM2: Cardiac/Medical Unit #2 (Modules 1-4): Tuesdays & Wednesdays **6:15AM - 2:15PM** (Post-conference will be from 1:15pm – 2:15pm). Students are to bring Freeman ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook. **ATTEND POST-CONFERENCE WITH STUDENTS ON CMU.**

-OWC: Freeman Outpatient Wound Care (Module 5): Tuesdays or Wednesdays from ***9:00 AM to 2:00 PM**. Meet at the wound center – located at 3315 McIntosh Circle Drive. ***Bring bandage scissors and penlight.*** Wear PSU uniform and Freeman ID badge.

-OR: Freeman Operating Room (Module 6): Tuesdays & Wednesdays **6:15AM - 2:15PM**. If they are done for the day before these times, please come up to CMU. Wear nursing uniform & Freeman ID badge to hospital. Check out OR scrubs, change in OR locker rooms and report to the OR charge nurse. Take OR clinical materials. Please remember to return your OR scrubs before you leave for the day. There is a fine for not returning your scrubs.

-OCA: Freeman Hospital Operative Care Area/Pre-Op (Module 7): Tuesdays & Wednesdays **6:15AM - 2:15PM**. If they are done for the day before these times, please come up to CMU. Wear nursing uniform, Freeman ID badge, bring stethoscope, scissors, black-ink pen, watch, and clinical paperwork. Report to charge nurse.

-CI: Freeman Cancer Institute - Tuesdays or Wednesdays. ***8:30AM – 3:30PM**. 3415 McIntosh Circle Drive. Bring stethoscope, black ink pen, scissors, watch, penlight, clinical paperwork, med cards or drug handbook. PSU uniform and Freeman ID badge are to be worn. Bring your lunch.

-PSU: METI Simulation in PSU Learning Resource Center – Wednesday, October 28th from 12:30PM – 3:30PM. Simulation and clinical activities at PSU. Wear nursing uniform, PSU ID badge, bring stethoscope, pencil, and Lewis textbook.

96 Clinical Hour Breakdown:

48 hours – Freeman Med-Surg Floors
8 hours – Freeman Outpatient Wound Clinic
8 hours – Freeman Operating Room
8 hours – Freeman Operative Care Area
8 hours – Freeman Cancer Institute
8 hours – Clinical Skills Day/Lab Check-Offs
3 hours – Simulations @ PSU
4 hours – EPIC training/Hospital Orientation
1 hour – Freeman Hospital Tour

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 1st Half Group
Clinical Instructor: Gena Coomes (620)-249-8260 at Mercy Joplin Hospital & Ascension Via Christi Cancer Center

| NURS 410-03 | Aug 18/19 | Aug 25/26 | Sept 1/2 | Sept 8/9 | Sept 15/16 | Sept 22 (Tues) | Sept 29 (Tues) | Oct 6 (Tues) |
|--------------------|------------------|----------------------------------|----------------------------------|----------------------|----------------------------------|---------------------------|---------------------------|-------------------------|
| Student #1 | SD&ET/HT | CI/4 th | 3 rd /OR | 6 th /PSU | GI/4 th | 4 th | 4 th | 7 th |
| Student #2 | SD&ET/HT | 4 th /4 th | CI/4 th | GI/PSU | 7 th /OR | 4 th | 6 th | 3 rd |
| Student #3 | SD&ET/HT | 4 th /CI | 7 th /4 th | 3 rd /PSU | OR/6 th | 4 th | 4 th | GI |
| Student #4 | SD&ET/HT | 6 th /7 th | 4 th /CI | OR/PSU | 3 rd /4 th | GI | 4 th | 4 th |
| Student #5 | SD&ET/HT | OR/3 rd | 4 th /GI | 7 th /PSU | 4 th /4 th | CI | 4 th | 6 th |
| Student #6 | SD&ET/HT | 3 rd /OR | 6 th /4 th | 4 th /PSU | 4 th /CI | 7 th | GI | 4 th |
| Student #7 | SD&ET/HT | 7 th /GI | 4 th /3 rd | 4 th /PSU | CI/4 th | 6 th | 4 th | OR |
| Student #8 | SD&ET/HT | GI/6 th | 4 th /4 th | CI/PSU | 4 th /3 rd | OR | 7 th | 4 th |
| Student #9 | SD&ET/HT | 4 th /4 th | GI/6 th | 3 rd /PSU | 4 th /7 th | 4 th | OR | CI |

-SD: Clinical Skills Day & Orientation - @ PSU - August 18th - 8:30am – 3:30pm, meet in Room 143, wear nursing uniform and name badge. Please bring your stethoscope.

-ET: EPIC Computer Training: – August 18th – will complete after Skills Check-Offs

-HT: Mercy Hospital Tour – Wednesday, August 19th from 10:00am – 11:00am – Meet in hospital lobby, park behind blue employee line, wear nursing uniform and PSU name badge.

-3rd: Mercy Hospital – Surgical Cardiac Floor (Modules 1-4): Tuesdays & Wednesdays, 6:30AM – 2:30PM (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug handbook.

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

**Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 1st Half Group
Clinical Instructor: Gena Coomes (620)-249-8260 at Mercy Joplin Hospital & Ascension Via Christi Cancer Center**

-4th: Mercy Hospital - Ortho/Neuro Floor (Modules 1-4): Tuesdays & Wednesdays, 6:30AM – 2:30PM (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and drug handbook.

-6th: Mercy Hospital – Medical/Surgical Floor (Modules 1-4): Tuesdays & Wednesdays, 6:30AM – 2:30PM (Post-conference will be the last hour of both days). Students are to bring PSU ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug book.

-7th: Mercy Hospital – Medical/Cardiac Floor (Modules 1-4): Tuesdays & Wednesdays, 6:30AM – 2:30PM (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug handbook.

-GI: Endoscopy Lab Pre-Op and Scope Area (Module 5) – Tuesdays & Wednesdays, 6:30AM – 2:30PM. If they are done for the day before these times, please come up to 4th floor. Students are to bring ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, and clinical papers.

-OR: Mercy Operating Room (Module 6) – Tuesdays & Wednesdays, 6:30AM – 2:30PM. If they are done for the day before these times, please come up to 4th floor. Wear nursing uniform & PSU ID to hospital. Check out OR scrubs, change in OR locker rooms and report to the OR charge nurse. Take OR clinical materials. Please remember to return your OR scrubs before you leave for the day.

-CI: Ascension Via Christi Cancer Center in Pittsburg. Tuesdays or Wednesdays, 8:30AM – 3:30PM. Students are to bring PSU ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook.

-PSU: METI Simulation in PSU Learning Resource Center – Wednesday, September 9th from 11:30AM – 2:00PM. Simulation and clinical activities at PSU. Wear nursing uniform, PSU ID badge, bring stethoscope, pencil, and Lewis textbook.

96 Clinical Hour Breakdown:

56 hours – Mercy Med-Surg floors (4th, 3rd, 7th, and 6th combined)
8 hours – Mercy Operating Room
8 hours – Mercy Outpatient Surgery or GI Pre-Op Lab
8 hours – Via Christi Cancer Institute
8 hours – Clinical Skills Day/Lab Check-Offs
3 hours – Simulations @ PSU
4 hours – Mercy EPIC training/Hospital Orientation
1 hour – Mercy Hospital tour

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 1st Half Group
Clinical Instructor: Stormy Carter (620)-875-6715 at Mercy Joplin Hospital & Mercy Cancer Institute

| NURS 410-04 | Aug 18/19 | Aug 25/26 | Sept 1/2 | Sept 8/9 | Sept 15/16 | Sept 23 (Wed) | Sept 30 (Wed) | Oct 7 (Wed) |
|-------------|-----------|----------------------------------|----------------------------------|----------------------|----------------------------------|------------------|------------------|-----------------|
| Student #1 | SD&ET/HT | 4 th /3 rd | 4 th /OR | 6 th /PSU | OPS/MCI | 4 th | 7 th | 4 th |
| Student #2 | SD&ET/HT | MCI/4 th | 3 rd /4 th | OPS/PSU | 7 th /OR | 4 th | 6 th | 4 th |
| Student #3 | SD&ET/HT | 4 th /MCI | OPS/4 th | 3 rd /PSU | OR/6 th | 4 th | 4 th | 7 th |
| Student #4 | SD&ET/HT | 7 th /4 th | MCI/6 th | OR/PSU | 4 th /4 th | OPS | 3 rd | 4 th |
| Student #5 | SD&ET/HT | OR/7 th | 4 th /OPS | 4 th /PSU | 3 rd /4 th | MCI | 4 th | 6 th |
| Student #6 | SD&ET/HT | 4 th /6 th | OR/7 th | 4 th /PSU | MCI/OPS | 3 rd | 4 th | 4 th |
| Student #7 | SD&ET/HT | 6 th /OR | 4 th /3 rd | 4 th /PSU | 4 th /4 th | 7 th | OPS | MCI |
| Student #8 | SD&ET/HT | 3 rd /OPS | 6 th /4 th | MCI/PSU | 4 th /7 th | 4 th | 4 th | OR |
| Student #9 | SD&ET/HT | OPS/4 th | 4 th /MCI | 7 th /PSU | 6 th /3 rd | 4 th | OR | 4 th |

-SD: Clinical Skills Day & Orientation -@ PSU. August 18th - 8:30am – 3:30pm, meet in Room 143, wear nursing uniform and name badge. Please bring your stethoscope.

-ET: EPIC Computer Training: August 18th – will complete after Skills Check-Offs

-HT: Mercy Hospital Tour – Wednesday, August 19th from 10:00am – 11:00am – Meet in hospital lobby, park behind blue employee line, wear nursing uniform and PSU name badge.

-3rd: Mercy Hospital – Surgical Cardiac Floor (Modules 1-4): Tuesdays & Wednesdays, 6:30AM – 2:30PM (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug handbook.

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 1st Half Group
Clinical Instructor: Stormy Carter (620)-875-6715 at Mercy Joplin Hospital & Mercy Cancer Institute

-4th: Mercy Hospital - Ortho/Neuro Floor (Modules 1-4): Tuesdays & Wednesdays, **6:30AM – 2:30PM** (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and drug handbook.

-6th: Mercy Hospital – Medical/Surgical Floor (Modules 1-4): Tuesdays & Wednesdays, **6:30AM – 2:30PM** (Post-conference will be the last hour of both days). Students are to bring PSU ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug book.

-7th: Mercy Hospital – Medical/Cardiac Floor (Modules 1-4): Tuesdays & Wednesdays, **6:30AM – 2:30PM** (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug handbook.

-OR: Mercy Operating Room (Module 6) – Tuesdays & Wednesdays, **6:30AM – 2:30PM**. If they are done for the day before these times, please come up to 4th floor. Wear nursing uniform & PSU ID to hospital. Check out OR scrubs, change in OR locker rooms and report to the OR charge nurse. Take OR clinical materials. Please remember to return your OR scrubs before you leave for the day.

-OPS: Mercy Hospital Outpatient Surgery/Pre-Op Area (Module 7) – Tuesdays & Wednesdays **6:30AM – 2:30PM**. If they are done for the day before these times, please come up to 4th floor. Wear nursing uniform & ID, bring stethoscope, scissors, black-ink pen, watch, and clinical paperwork. Report to charge nurse.

-MCI: Mercy Cancer Center in Joplin. Tuesdays or Wednesdays, **8:30AM – 3:30PM**. Enter on the South Side of the Hospital – Look for street sign that says “Cancer Center Entrance.” Students are to bring PSU ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook.

-PSU: METI Simulation in PSU Learning Resource Center – Wednesday, September 9th from **8:30AM – 11:30AM**. Simulation and clinical activities at PSU. Wear nursing uniform, PSU ID badge, bring stethoscope, pencil, and Lewis textbook.

96 Clinical Hour Breakdown:

56 hours – Mercy Med-Surg floors (4th, 3rd, 7th, and 6th combined)

8 hours – Mercy Operating Room

8 hours – Mercy Outpatient Surgery or GI Pre-Op Lab

8 hours – Mercy Cancer Institute

8 hours – Clinical Skills Day/Lab Check-Offs

3 hours – Simulations @ PSU

4 hours – Mercy EPIC training/Hospital Orientation

1 hour – Mercy Hospital tour

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 2nd Half Group
Clinical Instructor: Stormy Carter (620)-875-6715 at Mercy Joplin Hospital & Mercy Cancer Center

| NURS 410-01 | Aug 18/19 | Oct 13/14 | Oct 20/21 | Oct 27/28 | Nov 3/4 | Nov 10/11 | Nov 17 (Tues) |
|-------------|-----------|----------------------------------|----------------------------------|----------------------|----------------------------------|----------------------------------|------------------|
| Student #1 | SD&ET/HT | 4 th /4 th | 3 rd /4 th | 6 th /PSU | OPS/MCI | OR/4 th | 7 th |
| Student #2 | SD&ET/HT | MCI/4 th | 3 rd /4 th | 4 th /PSU | 7 th /OR | 4 th /OPS | 6 th |
| Student #3 | SD&ET/HT | 4 th /MCI | OPS/4 th | 3 rd /PSU | OR/6 th | 4 th /7 th | 4 th |
| Student #4 | SD&ET/HT | 7 th /4 th | MCI/6 th | OR/PSU | 4 th /4 th | OPS/4 th | 3 rd |
| Student #5 | SD&ET/HT | OR/7 th | 4 th /OPS | 4 th /PSU | 3 rd /4 th | MCI/6 th | 4 th |
| Student #6 | SD&ET/HT | 4 th /6 th | OR/7 th | 4 th /PSU | MCI/OPS | 3 rd /4 th | 4 th |
| Student #7 | SD&ET/HT | 6 th /OR | 4 th /3 rd | 4 th /PSU | 4 th /4 th | 7 th /MCI | OPS |
| Student #8 | SD&ET/HT | 3 rd /OPS | 6 th /4 th | MCI/PSU | 4 th /7 th | 4 th /OR | 4 th |
| Student #9 | | | | | | | |

-SD: Clinical Skills Day & Orientation - @ PSU. August 18th - 8:30am – 3:30pm, meet in Room 143, wear nursing uniform and name badge. Please bring your stethoscope.

-ET: EPIC Computer Training: – August 18th – will complete after the Skills Check-Offs

-HT: Mercy Hospital Tour – Wednesday, August 19th from 10:00am – 11:00am – Meet in hospital lobby, park behind blue employee line, wear nursing uniform and PSU name badge.

-3rd: Mercy Hospital – Surgical Cardiac Floor (Modules 1-4): Tuesdays & Wednesdays, 6:30AM – 2:30PM (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug handbook.

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

**Pittsburg State University – Irene Ransom Bradley School of Nursing
NURS 410 (Adult Med-Surg) Clinical Rotation Schedule for 2nd Half Group
Clinical Instructor: Stormy Carter (620)-875-6715 at Mercy Joplin Hospital & Mercy Cancer Center**

-4th: Mercy Hospital - Ortho/Neuro Floor (Modules 1-4): Tuesdays & Wednesdays, **6:30AM – 2:30PM** (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and drug handbook.

-6th: Mercy Hospital – Medical/Surgical Floor (Modules 1-4): Tuesdays & Wednesdays, **6:30AM – 2:30PM** (Post-conference will be the last hour of both days). Students are to bring PSU ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug book.

-7th: Mercy Hospital – Medical/Cardiac Floor (Modules 1-4): Tuesdays & Wednesdays, **6:30AM – 2:30PM** (Post-conference will be the last hour of both days). Students are to bring ID badge, stethoscope, watch, black-ink pen, scissors, penlight, clinical papers, & drug handbook.

-OR: Mercy Operating Room (Module 6) – Tuesdays & Wednesdays, **6:30AM – 2:30PM**. If they are done for the day before these times, please come up to 4th floor. Wear nursing uniform & PSU ID to hospital. Check out OR scrubs, change in OR locker rooms and report to the OR charge nurse. Take OR clinical materials. Please remember to return your OR scrubs before you leave for the day.

-OPS: Mercy Hospital Outpatient Surgery/Pre-Op Area (Module 7) – Tuesdays & Wednesdays **6:30AM – 2:30PM**. If they are done for the day before these times, please come up to 4th floor. Wear nursing uniform & ID, bring stethoscope, scissors, black-ink pen, watch, and clinical paperwork. Report to charge nurse.

-MCI: Mercy Cancer Center in Joplin. Tuesdays or Wednesdays, **8:30AM – 3:30PM**. Enter on the South Side of the Hospital – Look for street sign that says “Cancer Center Entrance.” Students are to bring PSU ID badge, stethoscope, a watch, black-ink pen, scissors, penlight, clinical papers, and a drug handbook.

-PSU: METI Simulation in PSU Learning Resource Center – Wednesday, October 28th from 8:30AM – 11:30AM. Simulation and clinical activities at PSU. Wear nursing uniform, PSU ID badge, bring stethoscope, pencil, and Lewis textbook.

96 Clinical Hour Breakdown:

56 hours – Mercy Med-Surg floors (4th, 3rd, 7th, and 6th combined)

8 hours – Mercy Operating Room

8 hours – Mercy Outpatient Surgery or GI Pre-Op Lab

8 hours – Mercy Cancer Institute

8 hours – Clinical Skills Day/Lab Check-Offs

3 hours – Simulations @ PSU

4 hours – Mercy EPIC training/Hospital Orientation

1 hour – Mercy Hospital tour

Clinical Paperwork – Due by 9:00 AM before lecture every Friday

Community Health Clinical Plan to Accommodate 95 Students

| Clinical Week | Clinical Agencies | Lab Based Activities | Community Assessment |
|---------------------------|-------------------|----------------------|----------------------|
| Week 1 (January 26 & 27) | Groups 1 & 2 | Groups 3 & 4 | Group 5 |
| Week 2 (February 2 & 3) | Groups 1 & 2 | Groups 3 & 5 | Group 4 |
| Week 3 (February 9 & 10) | Groups 3 & 4 | Groups 2 & 5 | Group 1 |
| Week 4 (February 16 & 17) | Groups 3 & 4 | Group 1 & 5 | Group 2 |
| Week 5 (February 23 & 24) | Group 5 | Groups 1, 2, & 4 | Group 3 |
| Week 6 (March 2 & 3) | Group 5 | Groups 1, 2, 3 & 4 | |

| Clinical Week | Clinical Agencies | Lab Based Activities | Community Assessment |
|----------------------------|-------------------|----------------------|----------------------|
| Week 7 (January 26 & 27) | Groups 6 & 7 | Groups 8 & 9 | Group 10 |
| Week 8 (February 2 & 3) | Groups 6 & 7 | Groups 8 & 10 | Group 9 |
| Week 9 (February 9 & 10) | Groups 8 & 9 | Groups 7 & 10 | Group 6 |
| Week 10 (February 16 & 17) | Groups 8 & 9 | Group 6 & 10 | Group 7 |
| Week 11 (February 23 & 24) | Group 10 | Groups 6, 7, & 9 | Group 8 |
| Week 12 (March 2 & 3) | Group 10 | Groups 6, 7, 8 & 9 | |

Clinical Agencies – We have clinical affiliation agreements for placements of 20 students in community agencies. This would allow 2 groups at a time to participate in opportunities with nurses working in community health. Our agencies include 2 health departments, Mosaic (1), PSU Student Health (1), 12 school nurses, 2 home health agencies, 1 occupational health office and one hospice. If needed we could add community health clinical sites for 5 students.

Lab Based Activities – Lab based activities include 12 hours of live simulation, 12 hours of virtual simulation, 16 hours of Teddy Bear Clinic preparation and delivery and 8 hours of other faculty led real world clinical experiences.

Community Assessment – Under the direction of their clinical instructor, each clinical group will divide into two smaller groups of 4 or 5 students to complete a community assessment of an approved area community. They will conduct searches of statistical sources, a windshield survey, and key informant and citizen interviews as they assess the health and safety needs of the community of focus. They will identify 3 community health diagnoses, focus on one priority diagnosis and develop an implementation and evaluation plan for it.

This plan will require 5 Community clinical instructors throughout the 12 weeks of the final Senior semester.

| Pittsburg State University | Irene Ransom Bradley School of Nursing | | Advanced Medical – Surgical NURS 525 | | Clinical Schedule | | Spring 2021 |
|--------------------------------|--|------------------------------|--------------------------------------|---------------------------------------|-----------------------------------|------------------------------|---|
| | Mercy Hospital Joplin, MO | Freeman Health Joplin, MO | Olathe Medical Center Olathe KS | Ascension Via Christi Pittsburg KS | Advent Health Overland Park KS | Labette Health Parsons KS | Simulation Lab – IRBSON Make Up Days prn |
| 1st Rotation | | | | | | | |
| Week # 1 | | | | | | | |
| Jan 26 Tu | 10 | 10 | 10 | 10 | 5 | 10 | |
| Jan 27 We | 10 | 10 | 10 | 10 | 5 | 10 | |
| | | | | | | | |
| Week #2 | | | | | | | |
| Feb 2 Tu | 10 | 10 | 10 | 10 | 5 | 10 | |
| Feb 3 We | 10 | 10 | 10 | 10 | 5 | 10 | |
| | | | | | | | |
| Week #3 | | | | | | | |
| Feb 9 Tu | 10 | 10 | 10 | 10 | 5 | 10 | |
| Feb 10 We | 10 | 10 | 10 | 10 | 5 | 10 | |
| | | | | | | | |
| Week #4 | | | | | | | |
| Feb 16 Tu | 10 | 10 | 10 | 10 | 5 | 10 | |
| Feb 17 We | 10 | 10 | 10 | 10 | 5 | 10 | |
| | | | | | | | |
| Week #5 | | | | | | | |
| Feb 23 Tu | 10 | 10 | 10 | 10 | 5 | 10 | |
| Feb 24 We | 10 | 10 | 10 | 10 | 5 | 10 | |
| | | | | | | | |
| Week #6 | | | | | | | |
| Mar 2 Tu | 10 | 10 | 10 | 10 | 5 | 10 | |
| Mar 3 We | 10 | 10 | 10 | 10 | 5 | 10 | |
| | | | | | | | |

2021 NURS 601 Internship in Nursing Practice – 48 clinical hours

Beginning Date: April 30, 2021

Ending Date: May 14, 2021

| Freeman Hospital 932 E. 34 th Joplin, MO. | Dates: May 3,4,10,11 | Dates: May 3,4,10,11 | Dates: May 2,3,9,10 | Dates: May 2,3,9,10 |
|--|-------------------------|-------------------------|------------------------|------------------------|
| | TUES/WED AM | TUES/WED PM | SUN/MON AM | SUN/MON PM |
| NICU | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| L&D | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| PEDS | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| ED | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| ICU | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| CVICU | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| CARDIOLOGY 1 | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| MEDICAL/ ONCOLOGY | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| TRANSITIONAL CARE/ORTHO | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| CMU | 1 STUDENT | 1 STUDENT | 1 STUDENT | 1 STUDENT |

| Mercy Hospital 100 Mercy Way Joplin, MO. | Dates: May 3,4,10,11 | Dates: May 3,4,10,11 | Dates: April 30 May 1,7,8 |
|--|-------------------------|-------------------------|---------------------------------|
| | TUES/WED AM | TUES/WED PM | FRI/SAT AM |
| ED | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| CVICU | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| STEPDOWN | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| ICU | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| SURGICAL/ CARDIAC | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| NEURO/ORTHO | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| L&D | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| PEDS | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| RENAL/ONCOL | 1 STUDENT | 1 STUDENT | 1 STUDENT |
| MED/CARD | 1 STUDENT | 1 STUDENT | 1 STUDENT |

| ASCENSION VIA-CHRISTI PITTSBURG 1 Mt. Carmel Way Pittsburg, KS | Dates: May 3,4,10,11 | Dates: May 3,4,10,11 | Dates: May 1,2,8,9 |
|--|-------------------------|-------------------------|-----------------------|
| | TUES/WED AM | TUES/WED PM | SAT/SUN AM |
| ED | 2 STUDENTS | 2 STUDENTS | 1 STUDENT |
| OB | 3 STUDENTS | 3 STUDENTS | 1 STUDENT |
| ICU | 2 STUDENTS | 2 STUDENTS | 1 STUDENT |
| 4TH | 2 STUDENTS | 2 STUDENTS | 1 STUDENT |
| PEDS | 1 STUDENT | 1 STUDENT | 1 STUDENT |

5
#24

**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: 02/19/2020

Name of Program: Donnelly Nursing LPN

Program Administrator including credentials: Patty Palmietto, MSN, RN

Parent Institution: Donnelly College

Address of Institution: 608 N. 18th St. Kansas City, KS

Briefly describe the change being requested: To bring the current LPN program into compliance with the new alignment (including the IV Therapy as part of Medical-Surgical 1) as well as make add 2 additional classes to this core to take effect in August of 2020. We would still like to retain our NCLEX Prep and rename it Concept Synthesis-but making this 2 cr hrs instead of the current 1 cr hr course. In addition, we would like to add a 1 credit hour Medical Terminology class in the first semester as we feel this would help greatly with our diverse population to succeed in the program. This would bring our program hours to 35 hours and total hours of 43 with pre-requisites.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

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

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

- 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. **Do Not submit entire course syllabus**

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

Donnelly College Nursing PN Program Chart

| PN Program Semester 1 Spring | Credits | Proposed RN Program Semester 1 Spring | Credits | Contact Hours |
|---|---------|--|-------------------------|---------------|
| NU100 Foundations of Nursing | 4 | NU100 KSPN Foundations of Nursing (adopting revised content) | 4 | 90 |
| NU100.1 Foundations of Nursing Lab (Donnelly specific course) | 2 | NU100.1 Dropping course | | |
| NU 101 Foundations of Nursing Clinical | 2 | NU 101 KSPN Foundations of Nursing Clinical (adopting revised content) | 1 | 45 |
| NU 204 Gerontology | 2 | NU204 KSPN Care of Aging Adults (adopting revised content) | 2 | 30 |
| NU 205 Mental Health | 2 | NU205 KSPN Mental Health Nursing (adopting revised content) | 2 | 30 |
| | | HC107 Medical Terminology (Donnelly specific course) | 1 | 30 |
| Total | 12 | Total | 10 | 225 |
| | | | | |
| PN Program Semester 2 Summer | Credits | Proposed PN Program Semester 2 Summer | Credits | Contact Hours |
| NU202 Maternal Child Nursing | 2 | NU202 KSPN Maternal Child Nursing (adopting revised content) | 2 | 30 |
| NU203 Maternal Child Nursing Clinical | 1 | NU203 KSPN Maternal Child Nursing Clinical (adopting revised content) | 1 | 45 |
| Total | 3 | Total | 3 | 75 |
| | | | | |
| PN Program Semester 3 Fall | Credits | PN Program Semester 3 Fall | Credits | Contact Hours |
| NU 103 Pharmacology | 3 | NU106 KSBN Fundamentals of Pharmacology and Safe Medication Administration (using revised content) | 2 (1.5 lecture /0.5 lab | 45 |
| NU102 Medical-Surgical Nursing I | 6 | NU103 KSBN Nursing Care of Adults I (using revised content) | 5 | 75 |
| NU104 Medical-Surgical Nursing I Clinical | 3 | NU104 KSBN Nursing Care of Adults I Clinical (using revised content) | 3 | 135 |
| Total | 12 | Total | 10 | 255 |
| | | | | |
| PN Program Semester 4 Spring | Credit | PN Program Semester 4 Spring | Credit | Contact Hours |
| NU200 Medical-Surgical Nursing II | 6 | NU200 KSBN Nursing Care of Adults II (using revised content) | 5 | 75 |
| NU203 Medical-Surgical Nursing II Clinical | 3 | NU203 KSBN Nursing Care of Adults II Clinical (using revised content) | 3 | 135 |
| NU105 Leadership | 2 | NU105 KSBN Leadership, Roles and Issues (using revised content) | 2 | 30 |
| NU220 NCLEX PN Review (Donnelly specific course) | 1 | NU220 Concept Synthesis (Donnelly specific course, name change, increase by 1 cr hour | 2 | 30 |
| Total | 12 | Total | 12 | 270 |
| Total | 39 | Total | 35 | 825 |

Donnelly College Nursing PN Program Chart

| PN Program Semester 1 Fall | | Credits | Proposed RN Program Semester 1 Fall | | Credits | Contact Hours |
|---|----|---------|--|--------------------------|---------|---------------|
| NU100 Foundations of Nursing | 4 | | NU100 KSPN Foundations of Nursing (adopting revised content) | 4 | 90 | |
| NU100.1 Foundations of Nursing Lab (Donnelly specific course) | 2 | | NU100.1 Dropping course | | | |
| NU 101 Foundations of Nursing Clinical | 2 | | NU 101 KSPN Foundations of Nursing Clinical (adopting revised content) | 1 | 45 | |
| NU 204 Gerontology | 2 | | NU204 KSPN Care of Aging Adults (adopting revised content) | 2 | 30 | |
| NU 205 Mental Health | 2 | | NU205 KSPN Mental Health Nursing (adopting revised content) | 2 | 30 | |
| | | | HC107 Medical Terminology (Donnelly specific course) | 1 | 30 | |
| Total | 12 | | Total | 10 | 225 | |
| | | | | | | |
| PN Program Semester 2 Spring | | Credits | Proposed PN Program Semester 2 Spring | | Credits | Contact Hours |
| NU 103 Pharmacology | 3 | | NU106 KSBN Fundamentals of Pharmacology and Safe Medication Administration (using revised content) | 2 (1.5 lecture /0.5 lab) | 30 | |
| NU102 Medical-Surgical Nursing I | 6 | | NU103 KSBN Nursing Care of Adults I (using revised content) | 5 | 75 | |
| NU104 Medical-Surgical Nursing I Clinical | 3 | | NU104 KSBN Nursing Care of Adults I Clinical (using revised content) | 3 | 135 | |
| Total | 12 | | Total | 10 | 255 | |
| | | | | | | |
| PN Program Semester 3 Summer | | Credits | PN Program Semester 3 Summer | | Credits | Contact Hours |
| NU202 Maternal Child Nursing | 2 | | NU202 KSPN Maternal Child Nursing (adopting revised content) | 2 | 30 | |
| NU203 Maternal Child Nursing Clinical | 1 | | NU203 KSPN Maternal Child Nursing Clinical (adopting revised content) | 1 | 45 | |
| Total | 3 | | Total | 3 | 75 | |
| | | | | | | |
| PN Program Semester 4 Fall | | Credit | PN Program Semester 4 Fall | | Credit | Contact Hours |
| NU200 Medical-Surgical Nursing II | 6 | | NU200 KSBN Nursing Care of Adults II (using revised content) | 5 | 75 | |
| NU203 Medical-Surgical Nursing II Clinical | 3 | | NU203 KSBN Nursing Care of Adults II Clinical (using revised content) | 3 | 135 | |
| NU105 Leadership | 2 | | NU105 KSBN Leadership, Roles and Issues (using revised content) | 2 | 30 | |
| NU220 NCLEX PN Review (Donnelly specific course) | 1 | | NU220 Concept Synthesis (Donnelly specific course, name change, increase by 1 cr hour) | 2 | 30 | |
| Total | 12 | | Total | 12 | 270 | |
| Total | 39 | | Total | 35 | 825 | |

Donnelly College Nursing PN Program Chart

| PN Program Semester 1 Fall | Credits | Proposed RN Program Semester 1 Fall | Credits | Contact Hours |
|---|---------|--|--------------------------|---------------|
| NU100 Foundations of Nursing | 4 | NU100 KSPN Foundations of Nursing (adopting revised content) | 4 | 90 |
| NU100.1 Foundations of Nursing Lab (Donnelly specific course) | 2 | NU100.1 Dropping course | | |
| NU 101 Foundations of Nursing Clinical | 2 | NU 101 KSPN Foundations of Nursing Clinical (adopting revised content) | 1 | 45 |
| NU 204 Gerontology | 2 | NU204 KSPN Care of Aging Adults (adopting revised content) | 2 | 30 |
| NU 205 Mental Health | 2 | NU205 KSPN Mental Health Nursing (adopting revised content) | 2 | 30 |
| | | HC107 Medical Terminology (Donnelly specific course) | 1 | 30 |
| Total | 12 | Total | 10 | 225 |
| | | | | |
| PN Program Semester 2 Spring | Credits | Proposed PN Program Semester 2 Spring | Credits | Contact Hours |
| NU 103 Pharmacology | 3 | NU106 KSBN Fundamentals of Pharmacology and Safe Medication Administration (using revised content) | 2 (1.5 lecture /0.5 lab) | 30 |
| NU102 Medical-Surgical Nursing I | 6 | NU103 KSBN Nursing Care of Adults I (using revised content) | 5 | 75 |
| NU104 Medical-Surgical Nursing I Clinical | 3 | NU104 KSBN Nursing Care of Adults I Clinical (using revised content) | 3 | 135 |
| Total | 12 | Total | 10 | 255 |
| | | | | |
| PN Program Semester 3 Summer | Credits | PN Program Semester 3 Summer | Credits | Contact Hours |
| NU202 Maternal Child Nursing | 2 | NU202 KSPN Maternal Child Nursing (adopting revised content) | 2 | 30 |
| NU203 Maternal Child Nursing Clinical | 1 | NU203 KSPN Maternal Child Nursing Clinical (adopting revised content) | 1 | 45 |
| Total | 3 | Total | 3 | 75 |
| | | | | |
| PN Program Semester 4 Fall | Credit | PN Program Semester 4 Fall | Credit | Contact Hours |
| NU200 Medical-Surgical Nursing II | 6 | NU200 KSBN Nursing Care of Adults II (using revised content) | 5 | 75 |
| NU203 Medical-Surgical Nursing II Clinical | 3 | NU203 KSBN Nursing Care of Adults II Clinical (using revised content) | 3 | 135 |
| NU105 Leadership | 2 | NU105 KSBN Leadership, Roles and Issues (using revised content) | 2 | 30 |
| NU220 NCLEX PN Review (Donnelly specific course) | 1 | NU220 Concept Synthesis (Donnelly specific course, name change, increase by 1 cr hour) | 2 | 30 |
| Total | 12 | Total | 12 | 270 |
| Total | 39 | Total | 35 | 825 |



DONNELLY COLLEGE

Course Description: NU100 KSPN Foundations of Nursing

Total Credit/Contact Hours: 4 credit hours

Prerequisites: None

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

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

Course Content:

1. Nursing Role and Scope of Practice
2. Spectrum of Healthcare
3. Profession Related Concepts/Relationship-Centered Care
4. Profession Related Concepts/Teamwork and Collaboration
5. Profession Related Concepts/Evidence-Based Practice
6. Profession Related Concepts/Quality Improvement
7. Profession Related Concepts/Safety
8. Profession Related Concepts/Informatics
9. Profession Related Concepts/Client Education
10. Profession Related Concepts/Professionalism
11. Profession Related Concepts/Leadership
12. Client Related Concepts/Rest and Sleep
13. Client Related Concepts/Sensory Perception



DONNELLY COLLEGE

Course Description: NU101 KSPN Foundations of Nursing Clinical

Total Credit/Contact Hours: 1 credit hour (45 Contact Hours)

Prerequisites:

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Practice assessment techniques on adult clients recognizing expected findings.
2. Apply the nursing process to client care that is based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences.
3. Describe the various roles of members of the interprofessional health care team, including nurse as advocate.
4. Practice using effective verbal and non-verbal communication techniques with educators, peers, and clients.
5. Demonstrate how to safely and securely use client care technology while documenting in an accurate and timely manner.
6. Use current evidence as a basis for nursing practice.
7. Identify education needs of clients based on data.
8. Practice establishing a safe environment for client, self, and others.
9. Identify concerns related to the quality of client care.
10. Demonstrate professional behaviors in academic and client care settings.
11. Practice leadership skills that support the educational process (organization, time management, priority-setting).

Course Content:

1. Documentation Skills Lab
2. Nursing Process
3. Hygiene Skills Lab
4. Infection Control Skills Lab
5. Wound Care Lab
6. Comfort Skills Lab
7. Mobility Skills Lab
8. Urinary and Bowel Elimination Skills Lab
9. Oxygenation Skills Lab
10. Nutrition Skills Lab
11. Regulation and Metabolism

12. Cognition and Sensation Lab

13. Cardiac Output and Tissue Perfusion Lab

14. Post-mortem Care and Tissue/Organ Donation

15. Clinical Objectives

- a. Provide nursing care that is relationship-centered, caring, culturally-sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
- b. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
- c. Use current evidence as a basis for nursing practice.
- d. Use information and client care technology to support the delivery of safe, quality client care.
- e. Participate in quality improvement practices evaluating their effect on client outcomes.
- f. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
- g. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
- h. Use leadership skills that support the provision and coordination of client care.



Course Description: NU204 KSPN Care of Aging Adults

Total Credit/Contact Hours: 2 credit hours

Prerequisites: None

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

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

Course Content:

1. Ageism
2. Alterations in physiological functioning associated with the aging process
3. Psycho-social, spiritual and cultural considerations
4. End-of-Life and Palliative Care
5. Restorative and Rehabilitative Care
6. Role of the practical nurse across the continuum of care for aging adults
7. Health Promotion and Disease Prevention
8. Legal and Ethical Issues
9. Health Assessment



DONNELLY COLLEGE

Course Description: NU205 Mental Health Nursing

Total Credit/Contact Hours: 2 credit hours

Prerequisites: None

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Describe how to perform a focused mental health assessment on clients with common mental health disorders.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
3. Describe the role of members of the health care team in regard to clients with common mental health disorders and their families.
4. Apply a basic knowledge of psychopathology, pharmacology, and nutrition as it relates to clients with common mental health disorders.
5. Articulate verbal and nonverbal communication techniques that support the development of trust, respect, security, and therapeutic nurse-client relationships.
6. Describe how information technology is used to support mental status assessments, client and family education, and evidence-based practice in regard to the care of clients with common mental health disorders and their families.
7. Describe the health education needs experienced by clients with common mental health disorders and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to clients with common mental health disorders.
10. Describe the role of the practical nurse in maintaining accountability for the delivery of standard-based, ethical and legal care to clients with common mental health disorders and their families.

Course Content:

1. Explore the Concepts of Mental Health, Wellness and Illness/Foundations of Mental Health Nursing
2. Explore the Concepts of Mental Health, Wellness and Illness/Psychosocial Theories
3. Explore the Concepts of Mental Health, Wellness and Illness/Treatment Settings and Therapeutic Programs
4. Explore the Concepts of Mental Health, Wellness and Illness/Legal and Ethical Issues
5. Investigate Therapeutic Modalities/Therapeutic Relationships
6. Investigate Therapeutic Modalities/Therapeutic Communication
7. Investigate Therapeutic Modalities/Mental Health Assessment
8. Investigate Therapeutic Modalities Including Pharmacotherapeutics, Electrophysiotherapy, and Psychotherapy

9. Explore the Nursing Care of Clients with Common Mental Health Disorders/Anxiety Disorders
10. Explore the Nursing Care of Clients with Common Mental Health Disorders/Schizophrenia
11. Explore the Nursing Care of Clients with Common Mental Health Disorders/Mood Disorders
12. Explore the Nursing Care of Clients with Common Mental Health Disorders/Personality Disorders
13. Explore the Nursing Care of Clients with Common Mental Health Disorders/Eating Disorders
14. Explore the Nursing Care of Clients with Common Mental Health Disorders/Somatic Symptom Illnesses
15. Explore the Nursing Care of Clients with Common Mental Health Disorders/Child and Adolescent Disorders
16. Explore the Nursing Care of Clients with Common Mental Health Disorders/Cognitive Disorders
17. Explore the Nursing Care of Clients with Common Mental Health Disorders/Anger, Hostility and Aggression
18. Explore the Nursing Care of Clients with Common Mental Health Disorders/Abuse and Violence
19. Explore the Nursing Care of Clients with Common Mental Health Disorders/Substance Abuse



Course Description: HC107 Medical Terminology

Total Credit/Contact Hours: 1 credit hour

Prerequisites: None

Course Description:

This course provides an introduction to medical terminology. Emphasis is placed on gaining an understanding of the basic elements, rules analyzing medical words, and medical terms associated with the body as a whole unit. By taking a systems-based approach, the student will define and interpret medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. Common abbreviations applicable to each system will also be studied.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify the basic structure of medical words, including prefixes, suffixes, roots, combining forms, and plurals.
2. Identify medical terminology as it relates to the anatomy and physiology of the human body.
3. Identify the rules of building medical terms and a connection between the term and its relationship to anatomy and physiology, pathophysiology, disease process, etc.

Course Content:

1. Introduction to Medical Terminology
2. Body Organization
3. Integumentary/Musculoskeletal
4. Cardiology
5. Blood/Lymph/Immune
6. Respiratory
7. Digestive
8. Excretory
9. Reproductive
10. Endocrine
11. Nervous
12. Special Topics (sight/hearing/taste, etc.)
13. Medical abbreviations



Course Description: NU203 KSPN Maternal Child Nursing Clinical

Total Credit/Contact Hours: 1 credit hours/45 contact hours (31 hours Clinical, 8 hours Simulation, 6 hours Observation)

Prerequisites: NU 100, NU 101

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

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

Course Content:

1. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
2. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
3. Use current evidence as a basis for nursing practice.

4. Use information and client care technology to support the delivery of safe, quality client care.
5. Participate in quality improvement practices evaluating their effect on client outcomes.
6. Provide an environment that is safe and reduces risk of harm for clients, self and others.
7. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Use leadership skills that support the provision and coordination of client care.



DONNELLY COLLEGE

Course Description: NU202 KSPN Maternal Child Nursing

Total Credit/Contact Hours: 2 credit hours

Prerequisites: NU 100, NU 101

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children.
3. Describe the role of members of the health care team in regard to childbearing women, newborns, and children.
4. Apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
6. Describe how information technology is used to support documentation of client and family educational needs and evidence-based practice in regard to the care of childbearing women, newborns, and children.
7. Describe the health education needs experienced by childbearing women, newborns, children, and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to childbearing women, newborns, children, and their families.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to childbearing women, newborns, children, and their families.

Course Content:

1. Trends in maternal health care
2. Legal/ethical issues
3. Reproductive health care
4. Antepartum care
5. Intrapartum care
6. Postpartum care
7. Newborn care
8. Basic Concepts of Pediatric Nursing
9. Communicable diseases
10. Pediatric emergencies and accident prevention

11. Dehydration and Overhydration
12. Alteration in Regulation and Metabolism
13. Alteration in Oxygenation
14. Alteration in Cardiac Output and Tissue Perfusion
15. Alteration in Cognition and Sensation
16. Alteration in Integument
17. Alteration in Mobility
18. Alteration in Elimination



Course Description: NU106 KSPN Fundamentals of Pharmacology and Safe Medication Administration

Total Credit/Contact Hours: 2 credit hour (Divided as 1.5 lecture and 0.5 Lab Hours)

Prerequisites: NU 100, NU 101, HC 106

Course Description:

This course provides an introduction to the principles of pharmacology. Emphasis is placed on nursing care related to the safe calculation and administration of medications to clients across the life span.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Discuss the principles of pharmacology, pharmacokinetics, and pharmacodynamics in relation to medication therapy.
2. Discuss nursing implications and concepts of safety when performing medication administration.
3. Demonstrate proper techniques that support safe medication administration.
4. Describe the legal and ethical implications/aspects of medication administration.

Course Content:

1. Principles of Pharmacology
2. Safe Medication Administration
3. Clinical Lab Objectives
 - a. Apply the rights of medication administration
 - b. Perform basic metric conversions and drug calculations
 - c. Demonstrate proper techniques that support safe medication administration for following medications:
 - i. Oral
 - ii. Ophthalmic
 - iii. Otic
 - iv. Nasal
 - v. Rectal
 - vi. Topical
 - vii. Inhaled
 - viii. Vaginal
 - ix. Subcutaneous
 - x. Intramuscular
 - xi. Intradermal



DONNELLY COLLEGE

Course Description: NU103 KSPN Nursing Care of Adults I

Total Credit/Contact Hours: 5 credit hours

Prerequisites: NU 100, NU 101

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

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

Course Content:

1. Alterations in Fluid and Electrolytes
2. Alteration in Oxygenation
3. Alterations in Cardiac Output and Tissue Perfusion
4. Alterations in Regulation and Metabolism
5. Alterations in Integument
6. Pre-and Postoperative Care
7. Intermediate/Advanced Nursing Skills
8. Intravenous Therapy (Content approved as part of the core)



DONNELLY COLLEGE

Course Description: NU104 KSPN Nursing Care of Adults I Clinical

Total Credit/Contact Hours: 3 credit hours /135 Contact Hours (Clinical 119 hours, Simulation 8 hours, Observation 8 hours)

Prerequisites: NU 100, NU 101

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

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

Course Content:

1. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
2. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
3. Use current evidence as a basis for nursing practice.

4. Use information and client care technology to support the delivery of safe, quality client care.
5. Participate in quality improvement practices evaluating their effect on client outcomes.
6. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Use leadership skills that support the provision and coordination of client care.
9. I.V. Therapy (As permitted by virtue of Kansas Nurse Practice Act).



Course Description: NU200 KSPN Nursing Care of Adults II

Total Credit/Contact Hours: 5 credit hours

Prerequisites: NU 100, NU 101, NU 102, NU 104, NU 106

Course Description:

This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cognition and sensation, mobility, elimination, immunity and hematology, and reproduction. Principles related to emergency preparedness are also addressed.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team in regard to clients with commonly occurring health alterations that have predictable outcomes.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families, as well as professional relationships between members of the healthcare team.
6. Describe how information technology is used to access evidence, mitigate error, and communicate relevant information to members of the health care team.
7. Describe teaching strategies that can be used to reinforce the health education needs of clients with commonly occurring health alterations that have predictable outcomes.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational, time management, and priority-setting skills are used when providing care to adult clients.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients with commonly occurring health alterations that have predictable outcomes.

Course Content:

1. Acid-Base Balance
2. Alterations in Cognition and Sensation
3. Alterations in Mobility
4. Alterations in Reproduction
5. Alterations in Elimination
6. Emergency Preparedness
7. Intermediate and Advanced Nursing Skills



DONNELLY COLLEGE

Course Description: NU203 KSPN Nursing Care of Adults II Clinical

Total Credit/Contact Hours: 3 credit hours/135 Contact Hours

Prerequisites: NU 100, NU 101, NU 102, NU 104, NU 106

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify priority assessment findings while performing a focused health assessment on clients experiencing common medical/surgical health alterations.
2. Assist in developing an evidence based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes.
3. Collaborate with members of the health care team serving as a client advocate when providing and coordinating client care.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence based practice, to the care of adult clients with commonly occurring health alterations that have predictable outcomes.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence based literature as well as mitigate error and support clinical decision making with members of the health care team.
7. Evaluate client's acquisition of new knowledge and skills while reinforcing health education provided by members of the health care team.
8. Implement corrective actions for actual and potential safety risks to client, self, and others.
9. Participate in quality improvement activities developed to enhance client outcomes.
10. Use organizational, time management, and priority-setting skills when coordinating the care of adult clients and assigning and supervising unlicensed assistive personnel.
11. Adhere to ethical, legal and professional standards while maintaining accountability for the care provided to adult clients and their families.

Course Content:

1. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
2. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
3. Use current evidence as a basis for nursing practice.
4. Use information and client care technology to support the delivery of safe, quality client care.
5. Participate in quality improvement activities evaluating their effect on client outcomes.

6. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Use leadership skills that support the provision and coordination of client care.



Course Description: NU105 KSPN Leadership, Roles and Issues

Total Credit/Contact Hours: 2 credit hours

Prerequisites: NU 100, NU 101, NU 102, NU 104, NU 106

Course Description:

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

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

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

Course Content:

1. Health Care Issues
2. Organizational Issues
3. Transition Issues
4. Leadership vs. Management
5. Legal and Ethical Considerations
6. Leadership and Influence
7. Teamwork, Communication, and Conflict Resolution
8. Communication and Conflict Management
9. Clinical Decision Making
10. Quality Improvement
11. Career Development



Course Description: NU220 Concept Synthesis

Total Credit/Contact Hours: 2 credit hours

Prerequisites: NU 100, NU 101, NU 102, NU 104, NU 106

Course Description:

This course provides evaluation of the NCLEX®-PN Examination format and blueprint. Emphasis is placed on taking NCLEX style questions, evaluating student's readiness for taking the NCLEX®-PN state boards, and giving feedback on areas needing more preparation before taking the boards.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify different styles of NCLEX type exam questions.
2. Identify strengths and weaknesses in specific testing areas from the NCLEX blueprint.
3. Identify areas of previous PN classes that need review.
4. The student will understand the mission, vision, and values of the National Council of State Boards of Nursing (NCSBN) and the Kansas State Board of Nursing (KSBN)
5. Identify and implement a comprehensive, personal plan of study for the NCLEX-PN exam.
6. Successfully complete the Comprehensive Predictor exam with 80% or higher within 2 attempts.

Course Content:

1. NCLEX style questions
2. Formation of the same question in different formats (i.e. knowledge, assessment, analysis)
3. Recognizing the stem of the question
4. Recognizing distractors
5. Evaluating areas of weakness after practice exams



DONNELLY COLLEGE

EST. 1949

February 21, 2020

To Whom it may concern,

This letter is to confirm my support of removing the course, Community and Public Health, and adding in a Mental Health Nursing course. I also support moving Medical Surgical III to 3 credit hours, Medical Surgical IV to 4 credit hours, and Maternal Child to 3 credit hours.

Respectfully,

Cecilia Kroen, BSN, MSHA

Assistant Director of Nursing

Donnelly College



DONNELLY COLLEGE

EST. 1949

To: KSBN

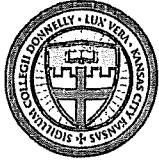
February 21, 2020

I am writing in support to propose the following changes to Donnelly College's PN curriculum. I agree with making the changes to the curriculum to match the new alignment beginning with the August 2020 Cohort.

Thank you,

Ebony Kurtz, CPNP

Assistant Professor Donnelly College



DONNELLY COLLEGE

EST. 1949

2/21/2020

To: KSBN

The intent of this letter is to show my support of the proposed change of curriculum in the Practical Nurse program at Donnelly College. We have met as faculty and discussed these proposed changes. I feel the proposed new alignment will enable us to better meet the needs of our future practical nursing students.

Respectfully,
Gabiella Villalpando RN/BSN
Full-time nursing faculty
Donnelly College
Office: 913-621-8702
Cell: 913-558-6429

Major Curriculum Change Request Kansas
State Board of Nursing

25

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

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

Date: 02/19/2020

Name of Program: Donnelly Nursing ADN

Program Administrator including credentials: Patty Palmietto, MSN, RN

Parent Institution: Donnelly College

Address of Institution: 608 N. 18th St. Kansas City, KS

Briefly describe the change being requested: To adjust the Medical Surgical III credit hours from 4 to 3, to adjust the Maternal Child and Family Nursing credit hours from 2 to 3, to adjust the Medical Surgical IV credit hours from 3 to 4, to change the name of the NCLEX-RN Review to Concept Synthesis and adjust the credits on that class from 1 to 2. In addition, Donnelly would like to drop the Public and Community Health course and replace it with a 2 credit hour Mental Health Course in order to be more in line to what pre-licensure RN's should be studying to be successful in practice and in passing the NCLEX exam. These changes will not change our credit hours, just re-allocate them. These changes would take effect with the start of our next cohort after KSBN approval.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

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

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

- 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. **Do Not submit entire course syllabus**

Donnelly College Nursing RN Program Chart

| RN Program Semester 1 Fall | Credits | Proposed RN Program Semester 1 Fall | Credits | Contact Hours |
|--|---------|---|---------|---------------|
| NU206 LPN to RN Transitions | 3 | NU206 LPN to RN Transitions-No Change | 3 | 90 |
| NU208 Advanced Skills | 3 | NU208 Advanced Skills-No Change | 3 | 90 |
| Total | 6 | Total | 6 | 180 |
| | | | | |
| RN Program Semester 2 Spring | Credits | Proposed RN Program Semester 2 Spring | Credits | Contact Hours |
| NU209 Medical-Surgical Nursing III | 4 | NU209 Medical-Surgical Nursing III – Reduce by 1 credit | 3 | 90 |
| NU209 Medical-Surgical Nursing Clinical | 3 | NU209 Medical-Surgical Nursing III Clinical -No Change | 3 | 135 |
| NU210 Advanced Pharmacology | 3 | NU210 Advanced Pharmacology-No Change | 3 | 90 |
| NU212 Maternal Child & Family Nursing | 2 | NU212 Maternal Child & Family Nursing-Increase by 1 cr hr | 3 | 90 |
| Total | 12 | Total | 12 | 405 |
| | | | | |
| RN Program Semester 3 Fall | Credits | RN Program Semester 3 Fall | Credits | Contact Hours |
| NU 221 Medical-Surgical IV | 3 | NU 221 Medical-Surgical IV-Increase by 1 credit hour | 4 | 45 |
| NU221.1 Medical-Surgical Nursing IV Clinical | 3 | NU221 Medical-Surgical IV -No Change | 3 | 135 |
| NU223 Public & Community Health | 3 | Removing this class | | |
| | | NU224 Mental Health -Add this class | 2 | 30 |
| NU222 Leadership | 1 | NU222 Leadership-Increase 1 credit hour | 2 | 30 |
| NU225 NCLEX-RN Review | 1 | NU225 Concept Synthesis-Name Change | 1 | 15 |
| Total | 12 | Total | 12 | 255 |
| | 30 | | 30 | 840 |
| | | | | |



Course Description: NU224 Mental Health Nursing

Total Credit/Contact Hours: 2 credit hours

Prerequisites: None

Course Description:

This course provides basic concepts and trends in mental health nursing. Treatment modalities related to the nursing care of patients and their families are also highlighted. Maladaptive behaviors as well as the safe and competent nursing skills are introduced.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Improve therapeutic communication skills
2. Identify and plan care for mental health patients and families
3. Evaluate outcomes of healthcare interventions on patients and families
4. Recognize response patterns to actual mental health issues and psychiatric illness vs potential
5. Identify patient information retrieval methods
6. Promote, maintain and design interventions to prevent mental illness and restore patient health

Course Content:

1. Conceptual Frameworks and Theories
2. The Nursing Process in Mental Health care
3. Therapeutic Relationships and Communication
4. Disorders/Depressive and Thought
5. Disorders/Bipolar
6. Disorders/Anxiety
7. Disorders/Cognitive
8. Disorders/Eating
9. Psychopharmacology
10. Older Adults
11. Pediatric
12. Suicide and Suicidal Behavior
13. Crisis Intervention & Rehabilitation
14. Legal and Ethical Aspects
15. Policy and Financial Implications on the Delivery of Mental Health Care



DONNELLY COLLEGE

EST. 1929

February 21, 2020

To Whom it may concern,

This letter is to confirm my support for moving the PN Curriculum to match the new alignment for the cohort starting in August of 2020 at Donnelly College.

Respectfully,

Cecilia Kroen, BSN, MSHA

Assistant Director of Nursing

Donnelly College



DONNELLY COLLEGE

February 21, 2020

5
26

Janelle Martin, Nursing Education Compliance officer
Kansas State Board of Nursing
900 SW Jackson St., Suite 1051
Topeka, KS 66612

Dear Ms. Martin,


I would like to take the opportunity to follow-up with you and the Education Committee on the progress made since the September audit of our ADN program.

The faculty and I have been hard at work addressing not only the recommendations, but also the opportunities and any part of the audit that was checked "Not Met". All recommendations were met before our time frame of March 31st and have been turned into you. Our "Not Met's" and opportunities were also turned in, most before the end of 2019.

In the course of addressing the audit and the deficiencies, the faculty and I have had the opportunity to also work with a consultant, Donna Ignatavius. Donna has helped us revise some of our program deficiencies (addressed in the Major Curriculum Change for March meeting) but has also been instrumental to the new faculty as well. We sent our new faculty to the Boot Camp for Nurse Educators conducted by Donna. We are all also taking the NCSBN Item Writing Course (2 have completed to this point) as well to increase the rigor in our test questions, thus eliminating test bank questions.

We feel we have made great strides not only with the audit recommendations, but as a faculty and staff towards making the ADN program stronger and would like to address the Education Committee to give this report and request next steps from them.

Thank you for your time and consideration.

Sincerely,

Patty Palmietto, MSN, RN
Director of Nursing
Donnelly College



DONNELLY COLLEGE

To: KSBN

2/21/2020

I am writing in support of the proposed changes for Donnelly's RN Curriculum. These changes include eliminating Community and Public Health and replacing it with Mental Health Nursing, increasing Maternal Child nursing from 2 hours to 3 credit hours, and lastly, increasing Med Surg IV from 3 credit hours to 4 and decreasing Med Surg III from 4 credits to 3

Thank you,

Ebony Kurtz, CPNP

Assistant Professor Donnelly College



DONNELLY COLLEGE

EST. 1939

2/24/2020

To: KSBN

The intent of this letter is to convey support of the proposed curriculum change for the RN program at Donnelly College. Our Donnelly Nursing faculty discussed and reviewed the proposal of replacing Community and Public Health with Mental Health and the change of credit hours of Med Surg 3, Med Surg 4, and Maternal Child. I believe the proposed changes would benefit our future RN program nursing students.

Respectfully,
Gabriella Villalpando, RN/BSN
Nursing Faculty at Donnelly College
Office: 913-621-8702

**National Council Licensure Examination for Practical Nurses
Program Summary of all First Time Practical Nurse Candidates Educated in Kansas
Five-Year Rates through December 31, 2019**

| | 2015* | 2016 | 2017 | 2018 | 2019 |
|---|--------------|--------------|--------------|--------------|---------------|
| Program | % Pass | % Pass | % Pass | % Pass | % Pass |
| Barton County Community College | 78.95 | 87.50 | 100.00 | 100.00 | 100* |
| Brown Mackie College – Kansas City (closed) | 72.41 | 58.70 | 30.77 | 66.67 | no data |
| Brown Mackie College - Salina (closed) | 84.09 | 64.15 | 58.33 | 50.00 | 100.00 |
| Butler Community College | 100.00 | 100.00 | 100.00 | 95.38 | 100.00 |
| Coffeyville Community College | 83.33 | 80.00 | 100.00 | 100.00 | 100.00 |
| Colby Community College | 89.47 | 79.49 | 81.82 | 90.91 | 96.43 |
| Dodge City Community College | 100.00 | 100.00 | 100.00 | no data | no data |
| Donnelly College | 44.44 | 75.00 | 52.00 | 75.00 | 87.50 |
| Flint Hills Area Technical College | 75.56 | 88.37 | 78.95 | 70.27 | 86.11 |
| Garden City Community College | 95.65 | 95.65 | 100.00 | 100.00 | 96.67 |
| Highland Community College Technical Center | 94.29 | 97.30 | 100.00 | 88.89 | 94.12 |
| Hutchinson Community College | 85.19 | 77.27 | 84.48 | 82.26 | 90.91 |
| Johnson County Community College | 91.67 | 89.58 | 93.88 | 97.62 | 95.83 |
| Kansas City Kansas Community College | 98.15 | 84.31 | 92.00 | 90.38 | 91.49 |
| Labette Community College | 90.91 | 100.00 | 100.00 | 100.00 | 100.00 |
| Manhattan Area Technical College | 96.88 | 94.74 | 87.50 | 100.00 | 100.00 |
| Neosho County Community College | 100.00 | 94.81 | 92.86 | 87.21 | 93.42 |
| North Central Kansas Technical College – Beloit | 94.29 | 96.43 | 100.00 | 100.00 | 100.00 |
| North Central Kansas Technical College - Hays | 100.00 | 100.00 | 96.88 | 94.44 | 92.31 |
| Pratt Community College | 76.92 | 83.33 | 90.91 | 85.00 | 90.00 |
| Salina Area Technical College | | | | New | 80.00 |
| Seward County Community College | 96.00 | 95.83 | 100.00 | 86.96 | 100.00 |
| Washburn Institute of Technology | 91.76 | 90.70 | 94.03 | 98.28 | 87.88 |
| WATC / WSU Tech | 85.14 | 83.05 | 78.69 | 83.50 | 80.67 |
| Kansas Pass Rate | 88.26 | 87.66 | 87.53 | 88.31 | 89.24 |
| National Pass Rate | 82.14 | 83.73 | 83.85 | 85.91 | 86.18** |

* Passing Standard Increased April 2014

Passing rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/7/2020

**National rate is based on YTD total through 9/30/19

Denotes those above National Pass Rate - 7 schools at 100%

**National Council Licensure Examination for Registered Nurses (NCLEX-RN)
Program Summary of all First Time Registered Nurse Candidates Educated in Kansas
Five-Year Pass Rates through December 31, 2019**

| | Program Type | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|--------------|--------|---------|--------|---------|----------------------------------|
| Program | | % Pass | % Pass | % Pass | % Pass | % Pass |
| Baker University | BSN | 94.94 | 96.92 | 93.15 | 97.14 | 97.40 |
| Barton County Community College | ADN | 76.00 | 44.44 | 88.89 | 80.77 | 92.31 |
| Benedictine College | BSN | 72.00 | 68.18 | 100.00 | 88.00 | 100* |
| Bethel College | BSN | 84.62 | 84.44 | 80.00 | 85.71 | 89.66 |
| Brown Mackie College – Kansas City | ADN | 54.84 | 38.10 | 43.33 | closed | no 1st time |
| Brown Mackie College - Salina | ADN | 58.82 | 46.67 | 37.04 | closed | 100.00 |
| Butler Community College | ADN | 93.80 | 89.57 | 88.98 | 92.66 | 87.30 |
| Cloud County Community College | ADN | 92.86 | 82.76 | 83.87 | 100.00 | 82.14 |
| Coffeyville Community College | ADN | 84.62 | 72.73 | 91.67 | 100.00 | 90.00 |
| Colby Community College | ADN | 66.67 | 72.97 | 62.16 | 72.73 | 83.33 |
| Dodge City Community College | ADN | 77.42 | 88.89 | 95.83 | 88.89 | 92.31 |
| Emporia State University | BSN | 91.89 | 93.94 | 96.15 | 89.13 | 97.44 |
| Fort Hays State University | BSN | 91.67 | 95.00 | 89.13 | 83.72 | 82.35 |
| Fort Scott Community College | ADN | 83.33 | 88.00 | 78.95 | 100.00 | 70.00 |
| Garden City Community College | ADN | 92.86 | 79.19 | 87.50 | 91.30 | 74.19 |
| Hesston College | ADN | 90.00 | 86.00 | 86.49 | closed | no 1st time |
| Hesston College | BSN | New | no data | 88.24 | 80.85 | 74.36 |
| Highland Comm College Technical Center | ADN | 70.00 | 97.74 | 100.00 | 100.00 | 66.67 |
| Hutchinson Community College | ADN | 83.33 | 70.42 | 85.33 | 88.75 | 83.08 |
| Johnson County Community College | ADN | 90.77 | 98.41 | 78.57 | 84.38 | 98.00 |
| Kansas City Kansas Community College | ADN | 71.30 | 73.27 | 73.75 | 77.50 | 79.79 |
| Kansas Wesleyan University | BSN | 53.57 | 57.14 | 0.00 | 75.00 | 100* |
| Labette Community College | ADN | 100.00 | 82.35 | 92.59 | 100.00 | 100* |
| Manhattan Area Technical College | ADN | 86.05 | 87.50 | 100.00 | 100.00 | 90.24 |
| Mid America Nazarene University | BSN | 88.66 | 87.83 | 92.62 | 95.68 | 93.33 |
| National American University (OP) - closed Dec. 2019 | BSN | 80.00 | 69.57 | 75.00 | 73.33 | 81.48 |
| National American University (Wichita) - closed Nov. 2019 | BSN | 37.50 | 66.67 | 75.00 | 71.43 | 2019 grads combined w/ OP campus |
| Neosho County Community College | ADN | 86.26 | 77.88 | 77.78 | 74.80 | 68.00 |
| Newman University | BSN | 88.71 | 94.12 | 100.00 | 86.00 | 86.84 |
| North Central Kansas Technical College - Hays | ADN | 95.24 | 88.46 | 79.31 | 84.62 | 96.43 |
| Pittsburg State University | BSN | 89.23 | 89.19 | 94.29 | 98.68 | 91.03 |
| Pratt Community College | ADN | 66.94 | 31.25 | 83.33 | no data | 70.83 |
| Rasmussen College | ADN | New | 81.25 | 90.63 | 100.00 | 76.83 |
| Rasmussen College | BSN | | | New | no data | 93.75 |
| Salina Area Technical College | ADN | | | | | New |
| Seward County Community College | ADN | 84.62 | 88.89 | 73.33 | 73.33 | 74.07 |

| | Program Type | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|---------------------|---------------|---------------|---------------|---------------|--------------------------|
| Program | | % Pass | % Pass | % Pass | % Pass | % Pass |
| University of Kansas Medical Center | BSN | 91.09 | 87.76 | 93.14 | 97.00 | 83.74 |
| University of St. Mary | BSN | 90.57 | 83.05 | 91.80 | 95.65 | 92.98 |
| Washburn University | BSN | 81.33 | 80.74 | 85.38 | 90.70 | 89.78 |
| Wichita State University | BSN | 89.66 | 85.50 | 86.73 | 94.29 | 87.77 |
| Kansas Pass Rate (RN) | ----- | 81.42 | 78.56 | 82.10 | 88.90 | 86.6 [^] |
| National Pass Rate (First-time, U.S. Educated) | ----- | 85.49 | 84.57 | 87.11 | 88.29 | 88.18[#] |
| National Pass Rate (First-time, Internationally Educated) | ----- | 31.67 | 38.85 | 54.85 | 44.70 | 45.47 |

* Passing Standard will increase April 2020 (last increase was 2013)

Pass Rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/8/2020

[^]ADN pass rate - 83.78; BSN pass rate - 90.12

[#]Total 1st Time, US Educated; Repeat Testers, US Educated - 44.02%

Denotes those above National Pass Rate - 3 schools at 100%*

#27

Strategies for NCLEX-RN Pass Rates—Pratt Community College

Diana Mitzner, Director of Nursing

Abstract

The purpose of this summary paper is to give a brief review of Pratt Community College nursing program's first time NCLEX-RN pass rates over the years and to present strategies that are currently or have been in use to help our students be successful with their NCLEX-RN scores after graduation. We would also like to present additional strategies we will be implementing, such as having dedicated nursing advisors for our students and expanding our use of ATI products, which includes full resources available to the faculty. The ATI resources include requiring remediation plans for students after practice assessment questions, using the Virtual ATI Live NCLEX review to help prepare for their state boards, and working with the team from ATI who will also be advisors for our student's post-graduation as they prepare for NCLEX.

Strategies for NCLEX-RN Pass Rates—Pratt Community College

The mission of Pratt Community College's nursing program is to facilitate a high-quality education to our students and to prepare them to function as caring, professional nurses who will provide safe, quality, and evidence-based nursing care within the communities they serve. This mission statement is in congruence with that of Pratt Community College, which in part emphasizes student success and quality instruction. While the first time NCLEX-RN pass rates fell slightly below the benchmark in 2019, the PCC nursing program continues to produce safe and caring nurses in the many communities that they serve.

Pass rates

Over the last 20 years of the program, the overall pass rates of the nursing program have been good, especially during the first 11 years. During this time, between the years of 2000-2001, the NCLEX-RN first time pass rate average was 89%; the 2005-2011 first time pass rate average was 87%. During 2002-2004, the first time pass rate average was 70%. From 2012-2016, the first time pass rate average was only 55%. In 2017, the rate was 83.33%. There was no enrollment in 2018. The pass rate in 2019 was 70.83%.

I mentioned these pass rates because I wanted to understand what could have happened in the last five years to cause a decrease in results. I have conducted research and discovered there were NCLEX improvement plans developed, but many items were neither implemented nor followed up. I do know the curriculum was redone prior to my arrival, but the first time pass rate for the 2019 graduates was still at 70.83%. With all the ADN staff from last year retired or working elsewhere, I am unable to compare their teaching styles and techniques to those we currently are using. We believe our current teaching styles and techniques will increase student success.

Nursing advisors

One of the strategies that has been discussed and will be implemented is the use of nursing instructors as student advisors. Currently, the college uses Student Success Service personnel as advisors for nursing students. Using a nursing faculty member is more logical and will help students connect with an instructor very quickly. Because students see instructors in the classroom setting and in clinicals, students rapidly establish a one-on-one rapport with instructors. Nursing faculty also have set office hours, so faculty are easily accessible for students to discuss any concerns.

The interim vice president of instruction and I have met with Student Success Services about assigning nursing instructors as advisors; the director of student success and the current nursing student success advisor will attend our next nursing faculty meeting in early March. During this meeting, the director will conduct a training session with nursing faculty to teach them how to approach students, how to enter student class schedules, and what strategies and tips are most useful for successful advising. We are looking forward to this meeting, as faculty members are all on board to make advising work and to help our students be successful.

According to research, students who work closely with a nursing advisor develop a closeness, have access to someone they know to talk to about their fears, etc. via text, emails, phone calls (Czekanski, 2018). Under the previous advising structure, student success advisors who advised nursing students were not always available since they had other college students to assist. Nursing instructor advisors have a solid knowledge base in nursing and know the class content and the daily routines whereas the student success advisors are not as familiar with those areas of nursing. The research study I reviewed showed with the implementation of using a nursing

tutor, in a two-year time frame, first time pass rates for their (the study's source) program increased. Nursing advisors have the skills to act as tutors as well.

There was a point where the program's first time pass rates over a 4-year period declined from 85.71% to 64.86%. After the 2-year intervention of using a nursing tutor, which we will be using our nursing faculty as advisors, their first-time pass rates that first year was 87.66% and the second year, 94.29% (Czekanski, 2018). Pratt Community College nursing program has not been using nursing advisors; we intend to change that immediately. I feel this will be an important strategy to improve student success, encouraging students to successfully pass the NCLEX-RN exam on their first attempt.

ATI resources

Another strategy we are implementing is one that has been in place but has not been used to its full potential; that is the ATI Nursing Education program. ATI products have been in use for practice assessment questions, some remediation assignments after exams, and various video case scenarios, but there is so much more available which was not being utilized. As I have been looking into this resource, I noticed there were additional resource tools that should have been implemented to help the students be successful.

I have been in contact with our ATI representatives and have learned that they have not been in contact with Pratt Community College nursing program to discuss the uses of the Virtual ATI Live NCLEX Review since 2014. Through our conversation, we now have confirmed dates for our students to participate in these reviews. This will be for both the PN and ADN programs.

In our early March faculty meeting, I will be discussing the upcoming Virtual ATI NCLEX Review which will be occurring for all our students. I will be in contact with the ATI representative the week of February 24th to schedule a webinar to talk to the nursing instructors

about how the Review will work for the students and how the instructors will be involved. Questions will be answered as well. This will be our preparation to make sure everything starts off smoothly.

Why are the ATI resources so important when it comes to the NCLEX-RN pass rates? According to the ATI Guide for the Development of Best Practice Policy, “ATI had been proven to increase NCLEX pass rate and reduced student attrition in nursing programs when implemented consistently” (ATI Nursing Education, 2016).

In 2012, a task force of nurses and educators reviewed current literature and practices and highlighted seven topics which they determined would be relevant in the best practices related to ATI policy. This policy would support faculty and staff as they develop knowledge and skills to assess student learning and nursing competence. In turn, the students would be successful by using a consistent, focused review plan which helps them in identifying their weaknesses; this would allow students to monitor their learning gaps and successfully remediate, which ultimately allows them to achieve academic success (ATI Nursing Education, 2016). Ideally, the implementation of ATI should occur at the beginning of each student’s nursing courses, not in the middle of their academic year, as we are now initiating. However, we feel it is important to begin the expanded use of ATI resources immediately to better prepare this year’s students for NCLEX.

Moving forward, to increase student success, PCC nursing instructors will have to be consistent with the remediation plans and use them as ATI has designed them to be used. Consistency in evaluation of remediation in missed content, in practice assessments, and in immediate feedback will be important (ATI Nursing Education, 2016). I will be discussing this with the nursing faculty during a meeting this next week. It will also be discussed by the ATI

representative during our webinar when we discuss the NCLEX reviews. Our plan is to implement this strategy for both nursing programs as soon as possible, especially the remediation portion.

Conclusion

Most nursing students are successful on their NCLEX-RN exams; however, over the last few years, the Pratt Community College nursing program students have struggled to reach the first time pass rate benchmark of 75% required by the Kansas State Board of Nursing. We feel the implementation of nursing advisors will allow more one-on-one time with the students to assist them with their concerns, such as test anxiety, questions over content, test-taking strategies, or simple reassurance that they are on the right track. The one-on-one relationship between the student and advisor will help build student confidence and provide personalized support that many students need. In addition, the student will form a bond of trust with that instructor/advisor.

The use of our ATI resources will play a big role in the future success of our students on the NCLEX-RN exam and this year's pass rates. Utilizing all parts of ATI, such as the remediation plans, practice assessments with remediation, and the Virtual ATI Live Review for NCLEX, will play specific roles in student success. It is our expectation with the implementation of all of the strategies I have presented in this summary, plus the continuation of the strategies we are currently using, Pratt Community College nursing program's pass rates will not just meet but exceed the required benchmark for the 2020 AY and for subsequent years.

Thank you very much for your time and continued support of our program.

Sincerely,

Diana F. Mitzner, Director of Nursing

References

ATI Nursing Education. (2016). ATI Guide for the Development of Best Practice Policy.

Retrieved from <https://www.prattcc.edu/department/linda-hunt-memorial-library>

Carrick, Jo; (2011). Student Achievement and NCLEX-RN Success: Problems that persist.

Nursing Education Perspectives, 78-83

Czekanski, Kathleen; Mingo, Sharon, Piper, Letty. (2018). Coaching to NCLEX-RN Success: A

postgraduation intervention to improve first-time pass rates. *Journal of Nursing*

Education, 561-565.

KANSAS ADMINISTRATIVE REGULATIONS (K.A.R.)

Agency 60

Kansas State Board of Nursing**Article 16.—Intravenous Fluid Therapy for Licensed Practical Nurse**

*1V New
Regd
4/17/20*

60-16-104. Standards for course and program curriculum content. (a) The purpose of the intravenous fluid therapy content and stand-alone course shall be to prepare practical nursing students or licensed practical nurses to perform safely and competently the activities as defined in K.A.R. 60-16-102. The course shall be based on the nursing process and current intravenous nursing standards of practice.

(1) Intravenous fluid therapy content provided as part of a practical nursing program's curriculum as specified in K.A.R. 60-2-104 or as a stand-alone course offered by an approved provider shall meet the requirements of this regulation.

(2) Each provider of a stand-alone course shall obtain approval from the board before offering an intravenous fluid therapy course as specified in K.A.R. 60-16-103.

(3) Each provider of a stand-alone course shall submit documentation of the use of the curriculum required in this regulation to the board.

(4) Each practical nursing program administrator wanting to implement the intravenous fluid therapy curriculum as required in this regulation shall submit a major curriculum change form as specified in K.A.R. 60-2-104(g).

(b) Each stand-alone course or practical nursing program curriculum in intravenous fluid therapy shall include instruction in the following topics:

- (1) Definition of intravenous fluid therapy and indications as specified in K.A.R. 60-16-101;
- (2) scope of practice as specified in K.A.R. 60-16-102;
- (3) types of vascular-access delivery devices;
- (4) age-related considerations;
- (5) legal implications for intravenous fluid therapy;
- (6) anatomy and physiology;
- (7) fluid and electrolyte balance;
- (8) infusion equipment used in intravenous fluid therapy;
- (9) patient care;
- (10) infusion therapies;

- (11) parenteral solutions and indications;
- (12) infection control and safety;
- (13) site care and maintenance;
- (14) vascular-access device selection and placement;
- (15) insertion of peripheral short catheters;
- (16) administration, maintenance, and monitoring of peripheral intravenous fluid therapy;
- (17) infusion-related complications and nursing interventions;
- (18) central and peripheral vascular devices;
- (19) administration, maintenance, and monitoring of central intravenous fluid therapy;
- (20) documentation;
- (21) patient education;
- (22) a testing component through which each student is able to demonstrate competency related to intravenous fluid therapy; and
- (23) a means to verify that a student has successfully completed the stand-alone course or practical nursing program curriculum in intravenous fluid therapy as specified in this regulation. (Authorized by and implementing K.S.A. 65-1136; effective Nov. 21, 1994; amended Dec. 13, 1996; amended Oct. 29, 1999; amended April 20, 2001; amended June 14, 2002; amended July 29, 2005; amended May 18, 2012; amended Jan. 17, 2020.)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION
400 MARYLAND AVENUE, S.W., WASHINGTON, DC 20202
www2.ed.gov/about/offices/list/ope

RE: Information for Accrediting Agencies Regarding Temporary Flexibilities Provided to Coronavirus Impacted Institutions or Accrediting Agencies

The U.S. Department of Education (Department) has received inquiries from institutions of higher education and accrediting agencies regarding regulatory flexibilities that may be necessary in response to COVID-19 interruptions. Because of the highly unusual circumstances and challenges presented to the postsecondary education community by COVID-19, the Department provides the following guidance to accreditors, who should view this additional flexibility as a unique and temporary departure from the Department's accreditation agency requirements.

In earlier COVID-19 information provided by the Department, we extended temporary flexibility to institutions to implement distance learning solutions to continue educating students in the event of campus interruptions or the unexpected return of students from travel abroad experiences. We similarly provided flexibility to accrediting agencies to waive routine regular distance learning review requirements and approval processes to allow institutions quickly to switch to distance learning so as to enable currently enrolled students to complete the current term.

As more campuses limit travel, reduce campus operations, or restrict visitors on campus, it may become difficult for accrediting agencies to perform site visits, including because the home institutions of site visitors have limited institutional travel. As a result, the Department announces the following temporary flexibilities to accrediting agencies to help them serve institutions and students through the period of COVID-19 interruption. The Department has determined that it is reasonable and prudent to permit on a temporary basis – but not require – accrediting agencies to perform virtual site visits during this period (even if their existing procedures do not provide for virtual visits). The agency board (or other decision-making body) should approve any change to policies governing virtual visits (or increased use of virtual visits) using the abbreviated process described at the end of this letter. If agencies implement virtual visits, they should follow-up with in-person visits to meet the statutory and regulatory requirements to perform regular on-site inspections. Virtual site visits should rely on an engaged, interactive format (*e.g.*, telephonic meetings, video conference calls, and the like), rather than solely document reviews or exchanges of emails.

If an accreditor employs a virtual site visit, the agency must perform a follow-up, in-person visit to the campus (though not necessarily a full peer-review site visit) within a reasonable period of time following the virtual site visit. At its discretion, an accrediting agency may limit virtual site visits to institutions or programs that are otherwise in good standing or to institutions or programs that are engaged in renewal of accreditation, as opposed to those institutions or programs seeking an initial award of accreditation. It is the responsibility of the accreditation agency to determine if, and under what conditions, it would perform virtual site visits during this temporary flexibility period.

Moreover, during this period of COVID-19 interruption, the Department is permitting accreditors the flexibility to develop, adopt, modify, and implement temporary virtual site visit policies. With the approval of the agency's board (or other decision-making body) during a telephonic or video conference meeting, accreditors may adopt or modify temporary virtual site visit policies without a public comment period. Because these policies would be temporary and arise from the unique set of circumstances and challenges presented by the COVID-19 interruption, this approval would not require a vote of the full membership of the accrediting agency. Should an agency desire to make a temporary virtual site visit policy or policy modification permanent after the period of COVID-19 interruption, it must adhere to applicable statutory and regulatory requirements.

The Department is also offering accrediting agencies the discretion to extend the term of accreditation, for a reasonable period of time during the COVID-19 interruption, for an institution that is undergoing renewal of accreditation and was scheduled to have a site visit during a COVID-19 interruption. In addition, during the COVID-19 interruption, accreditors may provide a good cause extension to institutions on a show-cause order or probation if the agency is unable to perform a required site visit or hold a hearing with representatives of the institution because of the COVID-19 interruption. This includes providing an additional good cause extension to an institution or program that has otherwise already been provided with the agency's maximum allowable good cause extensions. The Department expects each agency to resume normal practices as soon as reasonably possible after the COVID-19 interruption has ended and will inform agencies of its expectations as the circumstances created by COVID-19 unfold.

Finally, the Department is aware that, in some instances, an accrediting agency may have scheduled a site visit of a program or institution such that the results of that site visit would inform an agency accreditation decision in time to ensure that students who graduate during the current or prior term will be considered to have graduated from an accredited program. The Department is reminding accrediting agencies that retroactive accreditation is permissible as long as the effective date of accreditation is no earlier than the date on which the institution or program accepted the program or agency as an applicant on the pathway to accreditation, or the date of a previous negative decision regarding an initial award of accreditation. If an agency typically has a retroactive accreditation policy that establishes the effective date as the date of a

site visit to the program or institution and that site visit has now been cancelled as a result of COVID-19, the effective date of the final decision could still be assigned based on the date of the scheduled site visit or an earlier date, but no earlier than the date on which the institution or program was accepted as an applicant on the pathway toward accreditation.

To allow the flexibility that the current COVID-19 situation requires, the Department is waiving the normal process by which accrediting agencies are required to develop, seek public comment, and enact new policies for the limited purpose of allowing agencies to implement the changes described above (and in the earlier distance education communication), so long as the policy changes are approved by the agency's board (or other decision-making body). The agency may obtain this approval at a telephonic or videoconference meeting of the board; this approval would not require a public comment period or a vote of the full membership during this period of temporary flexibility. Should an agency desire to make a policy or policy modification permanent after the period of COVID-19 interruption, it must adhere to applicable statutory and regulatory requirements.

Agencies should record in writing and publish on their websites a decision to use the temporary flexibilities explained in this electronic announcement and include in its records the name of the school, a description of the waiver or extension, an explanation of the basis for granting the waiver or extension, the date on which the agency granted the waiver or extension, and a description of the suspended activity resulting from the waiver or extension. Agencies should also record in writing the vote of its board (or other decision-making body) when establishing a new or revised policy in response to circumstances created by COVID-19.

If you have any questions or concerns about the information provided in this electronic announcement, please contact the Department at COVID-19@ed.gov. Also, please visit our COVID-19 website (www.ed.gov/coronavirus) to monitor updates posted by the Department and to find links to information provided by other relevant Federal agencies, such as the Centers for Disease Control.

Thank you for continuing your work to ensure that students receive a quality education, including during this time when innovative solutions may be deployed by institutions rapidly to continue providing educational opportunities to their students.

2020 Nursing & MHT Program Site Visits

| Spring 2020 | School | Level | Visitors | Comments |
|----------------------|----------------------------|--------------------|---------------------------------------|--|
| January 29-31, 2020 | University of St. Mary | BSN Masters-FNP | Janelle Martin Christina Rudacille | w/ CCNE |
| February 25-26, 2020 | Salina Area Tech College | PN | Janelle Martin Rebecca Sander | Follow up visit after 1 st graduating class |
| April 8-9, 2020 | Kansas Wesleyan University | BSN | Janelle Martin Rebecca Sander | Spring 2020 from KSBN site visit report and Spring 2023 w/ nat'l accreditation |
| April 14-15, 2020 | Colby CC | ADN | Janelle Martin Patsy Zeller | Follow up to focus visit Feb 2019 |
| April 21-22, 2020 | Donnelly College | PN | Janelle Martin Karen Kidder | 2 yr reapproval visit per Board recomm. 6/2018 |
| Fall 2020 | School | Level | Visitors | Comments |
| Aug-Sept? | Osawatomie – Larned | LMHT | Janelle Martin Carol Moreland | After 1 st graduation |
| September | Donnelly | ADN | Janelle Martin Karen Kidder | 1 yr follow up per Board |
| October | Pratt CC | ADN | Janelle Martin Rebecca Sander | Follow-up visit – on conditional approval-check up on deficiencies from 2018 |
| October | SATC | ADN | Janelle Martin Rebecca Sander | Follow up visit after 1 st graduation |
| Per ACEN schedule | Fort Scott CC | ADN | Janelle Martin Christina Rudacille | w/ ACEN |
| November 3-4, 2020 | Labette CC | ADN PN | Janelle Martin Karen Kidder | |

Petition for Permission to Test/Retest NCLEX Summary

11/11/19 thru 5/14/2020

| Petitioner Name | NCLEX Test | Conditions applied to approval |
|-----------------|------------|--|
| Delphine Acham | PN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Norma Aguilera | RN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Ashley Emig | PN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |

-352-

| Petitioner Name | NCLEX Test | Conditions applied to approval |
|--------------------|------------|--|
| Ashley Kuhn | RN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Linda Litwinski | RN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Sandra Montoya | PN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Rachael Moore | RN | 1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score |
| Bukola Onyelunisie | PN | 1) additional 10 hours of study for each unsuccessful area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score |

| Petitioner Name | NCLEX Test | Conditions applied to approval |
|------------------|------------|--|
| Derienne Pantoja | RN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Megan Sellers | RN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |
| Marilyn Vittitoe | RN | 1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas |