

AGENDA
BOARD OF EXAMINERS FOR NURSING
Department of Public Health
410 Capitol Avenue, Hartford, CT
August 11, 2021 - 8:30 AM

Chair Updates
Open Forum
Additional Agenda Items and Reordering of Agenda
National Council of State Boards of Nursing - Update

SCHOOL ISSUES

- *Arizona College of Nursing – Notice of intent to offer a prelicensure BSN Program*
- *ReNurse Academy – LPN Refresher program*
- *Lincoln Technical Institute – Propose curriculum change*
- *Porter & Chester Institute*
 - a. *Approval of Interim Nursing Director for the Practical Nursing Program*
 - b. *Practical Nursing Helpline*
- *Sacred Heart University – Temporary waiver request*
- *Saint Vincent’s College - Approval of Chair of the Associate Degree Nursing Program*
- *Western Connecticut State University – Temporary waiver request*

CONNECTICUT LEAGUE FOR NURSING – Monthly Update

MEMORANDA OF DECISION

- *Jennifer Martin, LPN.* *Petition No. 2018-142*
- *Nicholas Lewonczyk, L.P.N. 0* *Petition No. 2017-50*

MOTION TO AMEND MODIFICATION OF REINSTATEMENT CONSENT ORDER

- *Adrienne DeLucia, R.N.* *Petition No. 2019-362* *Staff Attorney Joelle Newton*

MOTION FOR SUMMARY SUSPENSION

- *Kristin Jodoin, RN* *Petition Nos. 2021-248; 2021-615* *Staff Attorney Joelle Newton*
- *Leah Pressley, RN* *Petition No. 2021-441* *Staff Attorney Diane Wilan*
- *Channelle Walker, R.N.* *Petition No. 2021-516* *Staff Attorney Diane Wilan*

CONSENT ORDERS

- *Yvonne Willis, L.P.N* *Petition No. 2019-1438* *Staff Attorney Linda Fazzina*

HEARINGS

- *Meghan Frederick, L.P.N.,* *Petition No. 2021-206* *Staff Attorney Joelle Newton*
- *Patricia Fryer, RN* *Petition No. 2021-572* *Staff Attorney Linda Fazzina*
- *Nichelle Robinson, R.N.* *Petition No. 2021-516* *Staff Attorney Leslie Scoville*

Board of Examiners for Nursing via Microsoft Teams

Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

[+1 860-840-2075](tel:+18608402075) - Phone Conference ID: 977 757 440

BOEN meeting 08/11/2021

Arizona College of Nursing (AZCN): For Your Information

- Arizona College of Nursing is providing notice of intent to establish a prelicensure baccalaureate nursing education program. This proposed Bachelor of Science in Nursing (BSN) degree program will be primarily a day year-round attendance program. Students will be admitted to the nursing curriculum three times a year (fall, spring & summer). The projected enrollment will be for the first-year groups of 32, second-year groups of 40 and the third-year groups of 48. The projected start date will be January 2023.

ReNurse Academy- LPN Refresher course:

- Program overview- theory 120 hours and clinical 80 hours
 - To be completed within 9 months
 - Course outline & syllabus provided
 - Participant Handbook provided
 - Information on the clinical experiences provided
 - Cost: \$1,950.00

Lincoln Technical Institute (LTI):

- LTI is proposing curriculum changes to their Practical Nursing Program including changes to the program philosophy, student learning outcomes, course descriptions, course student learning objectives and an increase of total hours from 1591 to 1600.
 - Rationale for the change:
 - To ensure that the curriculum and program outcomes are consistent with contemporary, established nursing practice standards and guidelines.
 - Clearly articulate and integrate the end-of-program student learning outcomes into the course objectives for valid measurements of program outcomes.
 - Reorganize the didactic and clinical content within the curriculum.
 - Comparison of current versus proposed curriculum: Please refer to Exhibit B: Side-by-Side Map Curriculum Revisions with Rationales.
 - Explanation of the effects of the change on:
 - Currently enrolled students: None as a phased-in approach will be used to transition to the new curriculum.
 - Functions and role of graduates of the proposed program: Students will not experience a change to their functions or role as graduates of the proposed program.

- Timetable for implementation of the change: January 2022.
- Plan for evaluation of the change: Multiple methods & tools are used to assess achievement of student learning course objectives and end of program Student Learning Outcomes in the didactic, skills laboratory and clinical aspects of each course. In addition, the faculty will use the Systemic Plan for Evaluation for measurement and evaluation of student learning outcomes, program outcomes and role-specific graduate competencies (Exhibit J).

Porter & Chester Institute (PCI):

- On 07/22/2021 PCI appointed **Sherry Greifzu, RN, MSN** as the Interim Nursing Director for the Practical Nursing Program at PCI and is requesting approval. Ms. Greifzu earned a Diploma in Nursing from the Hospital of Saint Raphael School of Nursing in June of 1975, a Bachelor of Science in Nursing from Southern Connecticut State University (SCSU) in August of 1992 and a Master of Science in Nursing from SCSU in January 1996. Her educational experiences include adjunct faculty in the nursing program at Maria College, adjunct faculty Post University RN to BSN Program, adjunct faculty at Franklin Peirce University, Advisory Board member for the University of Vermont, College of Nursing and Allied Health Sciences and clinical consultant for PCI. Ms. Greifzu’s clinical experiences include staff nurse in medical/surgical, medical/surgical oncology units, oncology Clinical Nurse Specialist at various Connecticut, New York, New Hampshire, Pennsylvania, and Federal hospitals. Administrative Director Oncology Services, at CT and New York hospitals, Sales Consultant for pharmaceutical companies, Director of Nursing Practice and Education at Dartmouth Hitchcock Medical Center, Nursing Director Ambulatory Services for a CT hospital and per diem clinical resource nurse, radiation oncology at a CT hospital.
- For your information: PCI has established a Practical Nursing (PN) Helpline to ensure that all PN students have an easily accessible method to get answers to their questions & to provide an additional support necessary to better serve these students.

Sacred Heart University (SHU):

- SHU is requesting a temporary 12 month waiver for **Ariana Rick, RN, BSN** as a clinical instructor for Nursing 300: Psychiatric Mental Health. This waiver request will not exceed the 10% outlined in the regulations. Ms. Rick earned a Bachelor of Science in Nursing from Fairfield University in August of 2016 and is enrolled in a Doctor of Nursing Practice, Psychiatric Mental Health Nurse Practitioner program at Fairfield University with an expected graduation date of May 2023. Please note that on 08/19/2020 the BOEN granted Ms. Rick a 12-month temporary waiver as a clinical instructor for the same course at SHU. Her clinical experiences include staff nurse on a hospital child/adolescent behavioral health unit and on a hospital adult behavioral health unit. Her educational experiences include adjunct clinical faculty for SHU since 09/2020. In the Fall of 2021 Ariana will teach a clinical

group of junior level students at Bridgeport Hospital. Ms. Rick and the course coordinator, Norman Weller, MSN, RN, will meet with the Bridgeport Hospital Assistant Nurse Manager of the unit prior to the start of the semester for review of all safety procedures and orientation to all new policies and procedures. In addition, SHU provided student feedback regarding Ms. Rick that was positive.

Saint Vincent's College, Sacred Heart University:

- Saint Vincent's College has appointed **Tammey Dickerson MSN, CLN, RN** as the Chair of Associate Degree Nursing program and is requesting approval. Ms. Dickerson earned a Diploma in Nursing from St. Francis Hospital School of Nursing in June of 1984, a Bachelor of Science in Nursing from Chamberlin College of Nursing in March of 2009 and a Master of Science in Nursing from Sacred Heart University in May of 2012. Her clinical experiences include staff & charge nurse in various units at acute care hospitals, perinatal safety nurse/staff development specialist in an acute care hospital and nurse supervisor of an outpatient health care center. Her educational experiences include adjunct clinical and nursing instructor at St. Vincent's College.

Western Connecticut State University (WCSU):

- WCSU is requesting a temporary six-month waiver for **Magdalena Szczerbacki, RN, BSN** as an adjunct nursing clinical instructor for Nursing 255: Clinical Practice II. This waiver request will not exceed the 10% outlined in the regulations. Ms. Szczerbacki earned an Associate of Science in Nursing degree from Naugatuck Valley Community College in May of 2010, a Bachelor of Science in Nursing from WCSU in May of 2016 and currently is matriculated in the Master of Science, Adult Gerontology Nurse Practitioner program at WCSU with an anticipated graduation of December of 2021. Magdalena has been employed as a staff nurse at St. Francis Hospital and Medical Center since 2010 (medical/surgical and telemetry). In the Fall of 2021 Magdalena will teach a clinical group of six junior level student for Nursing 255- Clinical Practice II at St. Mary's Hospital. Her mentor at St. Mary's Hospital will be Raymond Desrochers and will continued to be mentored by Dr. Jeannette Lupinacci at WCSU. Her educational experiences include adjunct faculty at WCSU since 2019.

Please note: Ms. Szczerbacki was granted a 6-month waiver by the BOEN on 03/06/2019 to teach a clinical group Nursing 235- Clinical Practice I, was granted a one year waiver by the BOEN on 08/14/2019 to teach a clinical group Nursing 255- Clinical Practice II at St. Mary's Hospital and to teach a clinical group Nursing 235 and on 08/20/2020 was granted a one year waiver as a clinical instructor for Nursing 255, Nursing 235 and to facilitate one laboratory session for Nursing 255.



ARIZONA COLLEGESM of Nursing

Submitted to the Connecticut Board of Examiners for Nursing

State of Connecticut Department of Public Health

July 16, 2021

by

Diane Smith Levine, Ed.D, M.H.A., M.S.N., B.S.N., R.N., C.N.E.

Program Administrator
East Hartford Campus
99 East River Drive, East Hartford, Connecticut

Contact and Mailing Address:
7428 State Route 772 Piketon, Ohio 45661
740.438.5844
dsmith-levine@arizonacollege.edu

This report is not for dissemination to the general public.

Introduction

Proposed Intent

Arizona College of Nursing (AZCN or Program) respectfully submits this letter of intent to the Connecticut Board of Examiners for Nursing, to establish a prelicensure baccalaureate nursing education program, located at 99 East River Drive, East Hartford, Connecticut (Appendix A.). The AZCN proposed Bachelor of Science in Nursing (BSN) Degree program is primarily a day program, with scheduled day, weekend, and evening clinical rotations, as deemed necessary, to accommodate students' schedules and to decrease impact to existing programs' clinical capacity. In addition, the Program is a year-round attendance program, utilizing clinical sites in the summer months further decreasing any displacement. Students will complete the required 120 credits during the year-round attendance in the Program, completing a four-year degree in approximately three years or less, depending on general education transfer credits. The proposed Program is a well established curriculum that is offered at several campus locations nationwide in Arizona, Florida, Michigan, Nevada, Texas and Utah. To date there are a total of 2,927 students (1,030 general education and 1,897 nursing core) currently enrolled. See website at: <https://www.arizonacollege.edu/bachelor-of-science-nursing/> for locations and program details. AZCN's BSN programs have graduated 407 students, with a strong NCLEX aggregated pass rate above 95 percent.

Organization Background

Arizona College of Nursing (AZCN) is a private nursing educational institution owned by the parent organization, Eduvision, Inc., (previously dba *Arizona College* and currently a subsidiary of SPC MidCo, LLC.). Eduvision functions under the direction of a Board of Directors led by the President and Chief Executive Officer (CEO), Mr. Nick Mansour. The organization is institutionally accredited (Appendix B.) by the Accrediting Bureau of Health Education Schools (ABHES), which is nationally recognized by the U.S. Secretary of Education as a private, non-profit, independent accrediting agency since 1969 (www.abhes.org). In addition, the institution (AZCN) is also approved by the Department of Education (Appendix C.). Arizona College of Nursing's BSN Degree Program is programmatically accredited (Appendix D.) by the Commission

on Collegiate Nursing Education (CCNE). In Appendix E., the organizational structure is depicted, showing lines of responsibility and authority and channels of communication at the College system and the proposed local campus. The proposed Program has the full support and approval of the leadership and its board of directors. The parent organization is financial stable with \$10.3 million at the end of fiscal year (FY) 2020, to fund existing operations, future expansion plans, and continuous improvements to educational services. The East Hartford Campus is anticipated to start to teach students as of January 2023. A proposed timeline is presented later in the document.

Campus Administration

The responsibility for the daily operation and management of the BSN Degree Program, at the campus, is assumed by the appointed Campus Dean of Nursing (Dean). Dr. Diane Smith Levine Ed.D., M.S.N., M.H.A., B.S.N., R.N., C.N.E. has been appointed as the Dean of Nursing (Program Administrator) and will oversee all aspects of the program. The Dean reports to the Executive Director of Academic Operations (EDAO) of the campus. Dr. Smith Levine meets the qualifications for the Regulations for Program Administrator and personal Curriculum Vitae (CV), transcripts, and a registered nurse licensure verification NURSUS report are all located in Appendix F. The Dean collaborates with the Learning Resource Center Manager, Nursing Lab Manager, General Education Dean, BSN Manager, and College Counselor. The Dean of Nursing supervises all nursing Fulltime and Adjunct Nursing Core Faculty and the staff Clinical Coordinator. Faculty will be planned to be hired two months prior to start to teach of students. The Dean (Program Administrator) job description is found in Appendix G.

Program Type

Arizona College of Nursing's proposed prelicensure Bachelor of Science in Nursing (BSN) Degree program is designed to prepare undergraduates for entry into professional registered nursing practice. The 120 credit BSN degree will consist of 50 general education credits and 70 nursing credits (Sample Curriculum Grid Appendix H.). The general education credits are designed to be completed in four semesters, prior to entering the nursing core courses. The nursing core courses entail 70 credits and are designed to be completed in five

semesters (20 months) of full-time study. The Program accepts transfer credits for general education from other accredited institutions. Please see Appendix I. for the Detailed Course Hours.

The nursing curriculum focuses on the development of professional competencies needed for entry level, generalist nursing practice and builds on foundational knowledge from the liberal arts and science (general education coursework). Students are admitted into the nursing major curriculum three times a year. The curriculum is uniquely designed such that students also earn an Institute for Healthcare Improvement (IHI) Basic Certificate in Quality and Safety prior to graduating. The IHI Certificate includes 13 modules related to quality improvement in health care, patient safety, health care leadership, and person/family-centered care. Through completion of the IHI modules, students can boost their knowledge in strategies to mitigate practice errors, conduct a root cause analysis in the aftermath of an adverse event, and achieve an understanding of the critical components of a culture of safety and the psychology of change.

The curriculum of the BSN program is mapped to the following standards: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), the *American Nurses Association Scope & Standards for Professional Nursing Practice* (2015), *American Nurses Association Social Policy Statement* (2010), the *American Nurses Association Code of Ethics* (2015) and the *Quality and Safety Education for Nurses* (2013). There has been detailed mapping of all core nursing courses conducted at Arizona College of Nursing. The mapping provides evidence of these standards, as well as integration of all curriculum requirements in the proposed BSN program (Appendix J).

Arizona College of Nursing operates on a 16-week semester, providing the basis for credit hour to clock or contact hour allocations. Each semester is divided into two, eight-week sessions. Nursing courses are generally offered in 16-weeks (several one-semester credit courses may be taught in a more condensed manner) in a face-to-face format. All general education courses are offered in the 8-week session in a blended face-to-face/online modality. Contact hours are defined as fifty minutes of attendance in a lecture, laboratory, or clinical setting. The Program has designated the following ratios for calculation of contact hours:

- Didactic – 1:1
1 credit = 15 contact hours

- Laboratory – 1:2
1 credit = 30 contact hours
- Clinical (including simulation experiences) 1:3
1 credit = 45 contact hours

The overall sequencing of courses in the proposed BSN program are provided in the Sample Curriculum Grid appended, as noted above.

Planned Enrollment

Arizona College of Nursing’s proposed year-round prelicensure Bachelor of Science in Nursing Degree intends to admit core nursing students three times per year (fall, spring, and summer). It is anticipated that the Program would begin with smaller nursing admission cohorts of 32, three times a year. The plan is to increase students per cohort with a strategic, slow methodical growth approach to ensure program quality. The *Table 1* below depicts projected new nursing students each semester and ongoing nursing student enrollment numbers per semester, for the first five years, applying an estimated attrition rate. With this planned growth, the campus could reach 285 students at top enrollment within four to five years. The campus is built to accommodate at least 400 students, with a planned ability to enroll 300 students at the time of application for *full approval* (post a graduating cohort with NCLEX results) from the Connecticut Board of Examiners for Nursing.

Table 1.

Proposed Campus Tentative 5-Year Enrollment Plan

Sem.	Year 1			Year 2			Year 3			Year 4			Year 5		
	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
5	32	32	32	40	40	40	48	48	48	56	56	56	64	64	64
6	0	31	31	31	38	38	38	46	46	46	54	54	54	62	62
7	0	0	30	30	30	36	36	36	44	44	44	52	52	52	60
8	0	0	0	29	29	29	35	35	35	43	43	43	50	50	50
9	0	0	0	0	28	28	28	34	34	34	42	42	42	49	49
Total Core students	32	63	93	130	165	171	185	199	207	223	239	247	262	277	285

* Assumes a 70% retention rate from Gen Ed to Core, and 90% from Core to Graduation

Exact enrollment dates for the terms listed above are available to students and potential students via the Academic Calendar on the website at: <https://www.arizonacollege.edu/student-services/academic-calendar/> and updated annually. To determine projected 5-year enrollment, the Program utilized eight years of internal historical data aggregated from other AZCN campuses that offer the BSN degree program, market data from internal research on potential population of students, and anticipated enrollment based on waitlisted students from like/similar schools of nursing.

Timeframe for Progression

A tentative timeline for campus development is included in Appendix K. A lease has been signed and buildout for the campus is to commence within one month. It is anticipated that all approvals will be in place and recruitment of students may begin on or about October 2022, with a start to teach of students scheduled for January 2023. In addition, Appendix L. and Appendix M. provide timelines of progression for (L.) a traditional student who is admitted to the general education and progresses into the nursing program and for (M.) a nontraditional student who is admitted directly into the core nursing program (general education courses completed), respectively. These progression tables show a tentative graduation of a first cohort of students and their possible NCLEX testing timeframe. All dates are contingent upon necessary regulatory and accreditor approvals.

Summary

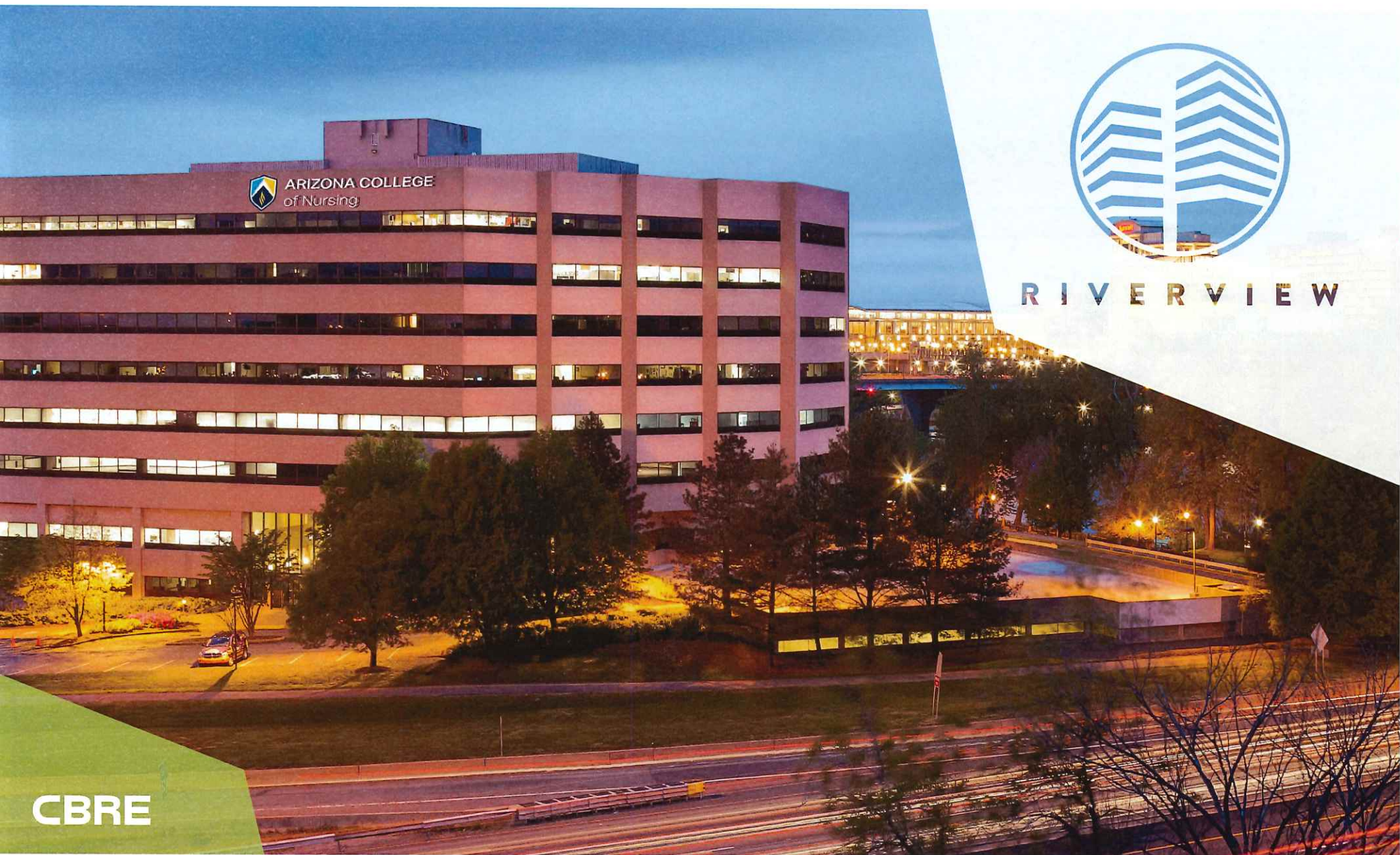
In summary, AZCN intends to establish a prelicensure BSN program at the 99 East River Drive, East Hartford, Connecticut location, to tentatively begin teaching students in January 2023. AZCN collaborates with business, nursing, and healthcare leaders in local communities to facilitate the integration into the community in which a campus is located. Towards that end, a Campus Advisory Committee will be created upon start to teach to ensure a forum in which representatives from the East Hartford area nursing, healthcare and business communities can provide input into the ongoing quality of AZCN's BSN degree program. Market research has been conducted and a very detailed feasibility study with proposal of curriculum will be submitted to the Connecticut Board of Examiners for Nursing on August 20, 2021. AZCN is committed to maintaining quality in

its educational offerings and looks forward to a collaborative, professional relationship with the Board of Examiners for Nursing throughout the application process. If you have any questions or need additional information, please do not hesitate to contact Diane Smith Levine at email: dsmith-levine@arizonacollege.edu, or cell phone at: 740-438-5844.

Sincerely,

A handwritten signature in cursive script that reads "Diane Smith Levine". The signature is written in black ink and is positioned below the word "Sincerely,".

Dr. Smith Levine



R I V E R V I E W

APPENDIX A

CBRE

SIGNATURE OFFICE COMPLEX



Class A
OFFICE COMPLEX



Ideal
headquarters
FACILITY



EXCELLENT
visibility
& *access*



24/7
SECURITY



ABUNDANT
parking



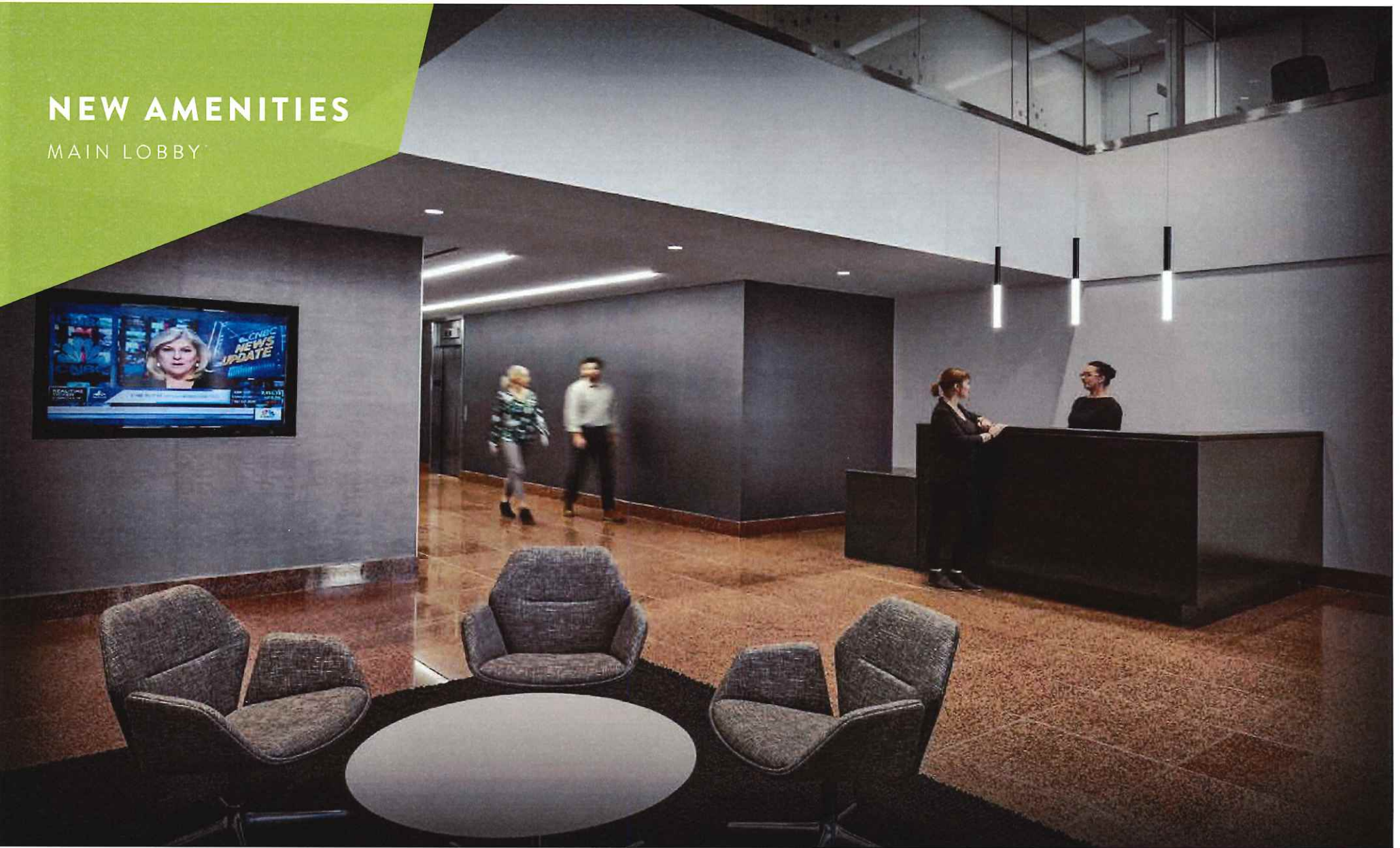
Highly desired amenities
STATE OF THE ART FITNESS CENTER
FULL-SERVICE CAFÉ



Waterfront/Riverfront
IMMEDIATE & DIRECT ACCESS

NEW AMENITIES

MAIN LOBBY



NEW AMENITIES

WI-FI LOUNGE



NEW AMENITIES

FITNESS CENTER



NEW AMENITIES

CAFETERIA



PROPERTY HIGHLIGHTS

SUPERIOR

highway access & visibility

EXCELLENT BRANDING

and exterior signage opportunity for large corporate user

Minutes from Downtown Hartford

COVERED PARKING

FULL-SERVICE *cafeteria*

State of the Art Fitness Center

24-HOUR

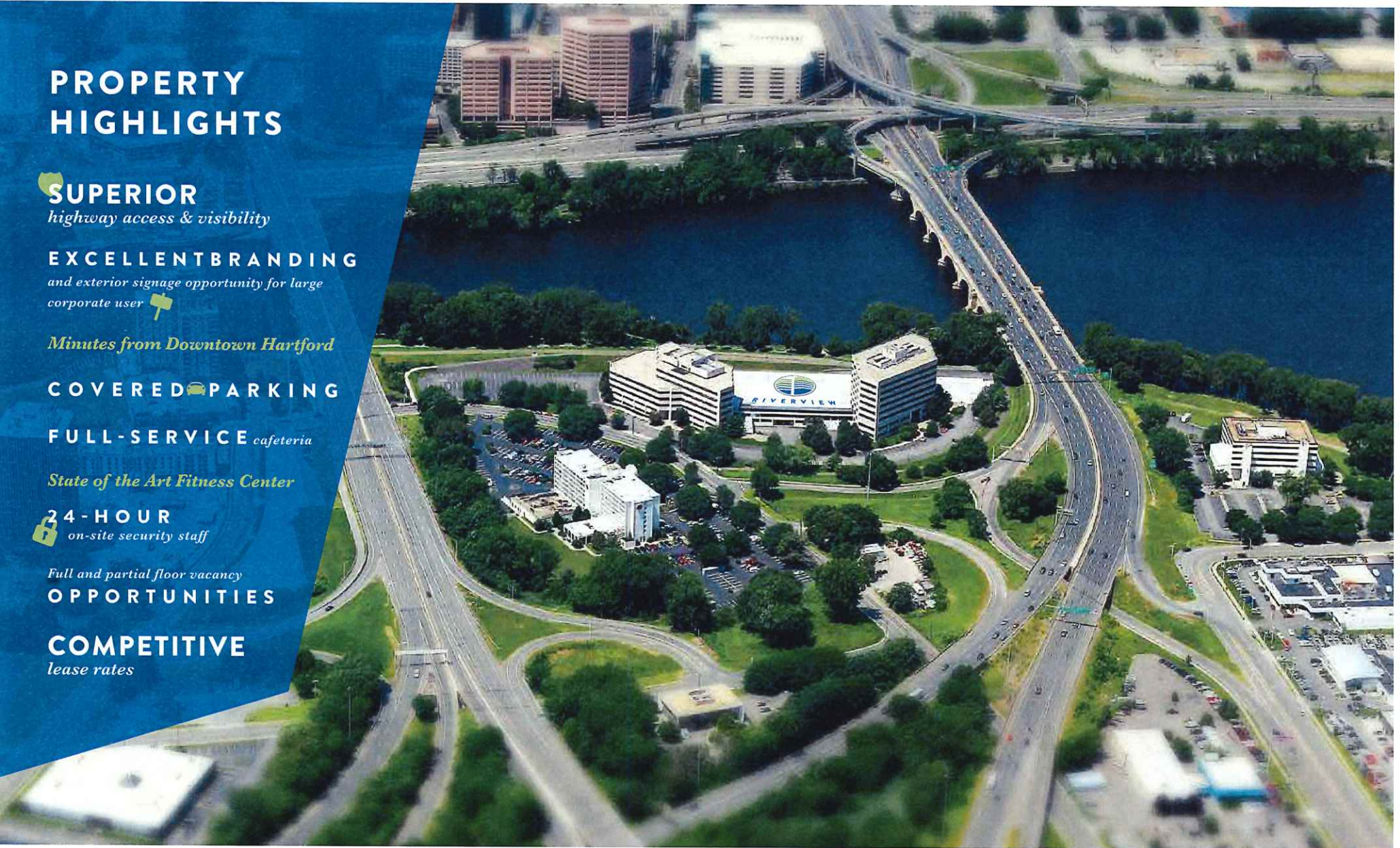
on-site security staff

Full and partial floor vacancy

OPPORTUNITIES

COMPETITIVE

lease rates



EXCELLENT LOCATION



Located directly opposite the **HARTFORD CBD** along the eastern banks of the Connecticut River



Close enough to enjoy the **LOCAL AMENITIES** of Downtown Hartford and east of the River

Unobstructed, **PANORAMIC VIEWS**



STRATEGICALLY POSITIONED

at the intersection of I-84, I-91 and Route 2 in East Hartford, providing superior access and excellent visibility from all directions



Immediate access to riverfront **WALKING TRAILS** and amenities

*Riverview enjoys an **excellent central location** at the crossroads of regional highways I-84, I-91 and Route 2, and is within walking distance of Hartford's Central Business District, offering easy pedestrian access to the Capital City, riverfront walking trails and amenities.*

LOCATION OVERVIEW



Riverview is located within close proximity to all of the Hartford area's amenities and attractions including:

- + Connecticut Convention Center
- + Connecticut Science Center
- + Bushnell Theater for Performing Arts
- + Hartford Stage
- + the XL Center and the Wadsworth Atheneum
- + Hartford Marriott Hotel
- + The new Front Street mixed use development and home to UCONN's Hartford campus
- + Numerous other restaurants and entertainment venues within the City of Hartford

Riverview's **unique location** directly alongside the Connecticut River in East Hartford provides for immediate access to the riverfront all within a five-minute drive to amenities and attractions east of the river including Cabela's, Rentschler Field, numerous restaurants, business services and retail along Route 5 (Main Street) in East Hartford.

LOCATION AMENITIES

Hartford Area Hotels

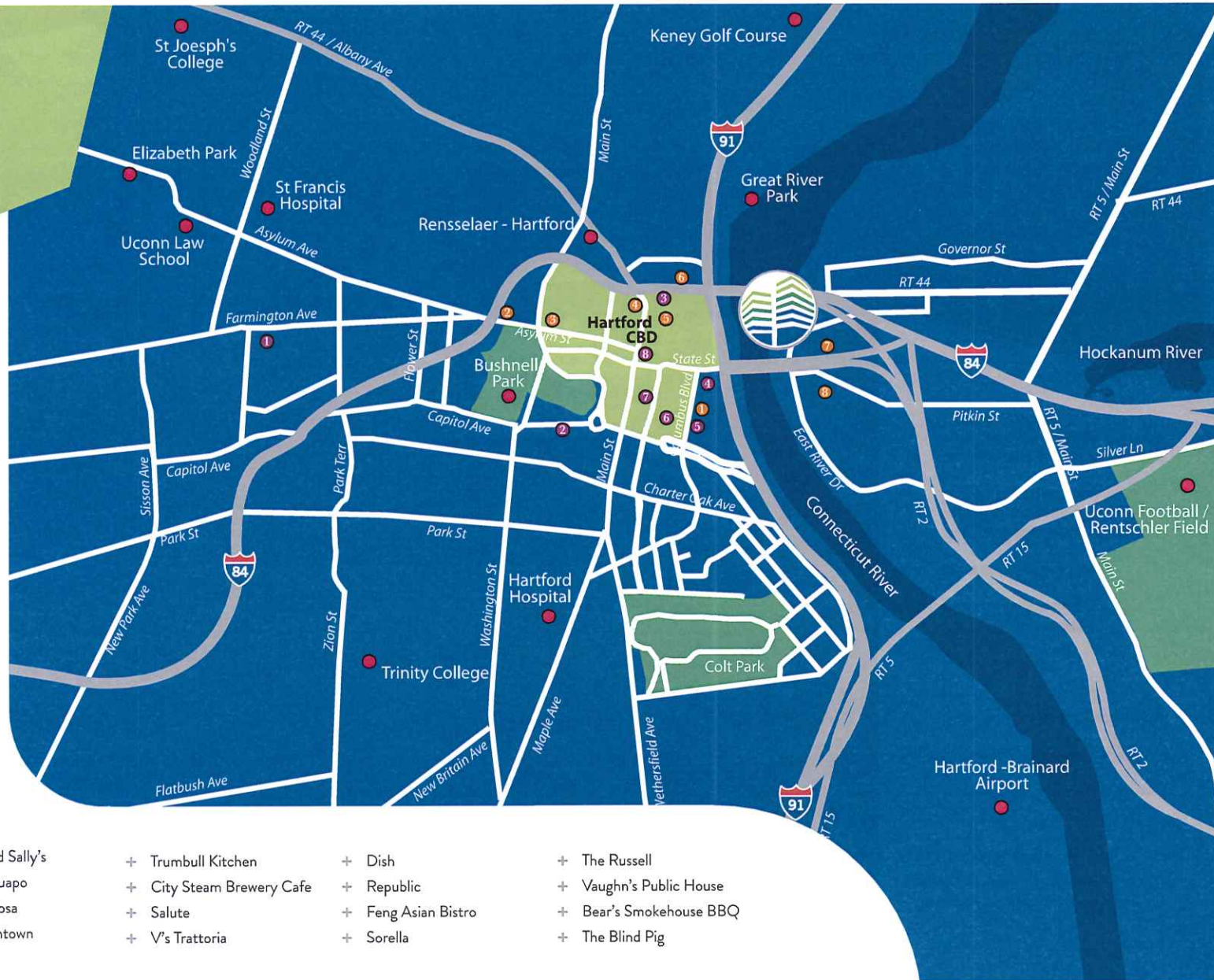
1. Marriott Hartford
2. Holiday Inn Express Hartford
3. Homewood Suites by Hilton Hartford
4. Hilton Hartford
5. Residence Inn Hartford
6. Radisson Hotel Hartford
7. Sheraton Plaza Hotel Hartford
8. Hampton Inn & Suites

Entertainment & Attractions

1. Mark Twain House & Museum
2. Bushnell Center for Performing Arts
3. Hartford Stage
4. Connecticut Science Center
5. Connecticut Convention Center
6. Front Street District
7. Wadsworth Atheneum Museum of Art
8. Old State House

Area Restaurants

- | | | | | |
|-----------------------|----------------------|---------------------------|---------------------|-------------------------|
| + Capitol Grille | + Black Eyed Sally's | + Trumbull Kitchen | + Dish | + The Russell |
| + Front Street Bistro | + El Pollo Guapo | + City Steam Brewery Cafe | + Republic | + Vaughn's Public House |
| + Agave | + Chango Rosa | + Salute | + Feng Asian Bistro | + Bear's Smokehouse BBQ |
| + The Tavern | + Max Downtown | + V's Trattoria | + Sorella | + The Blind Pig |

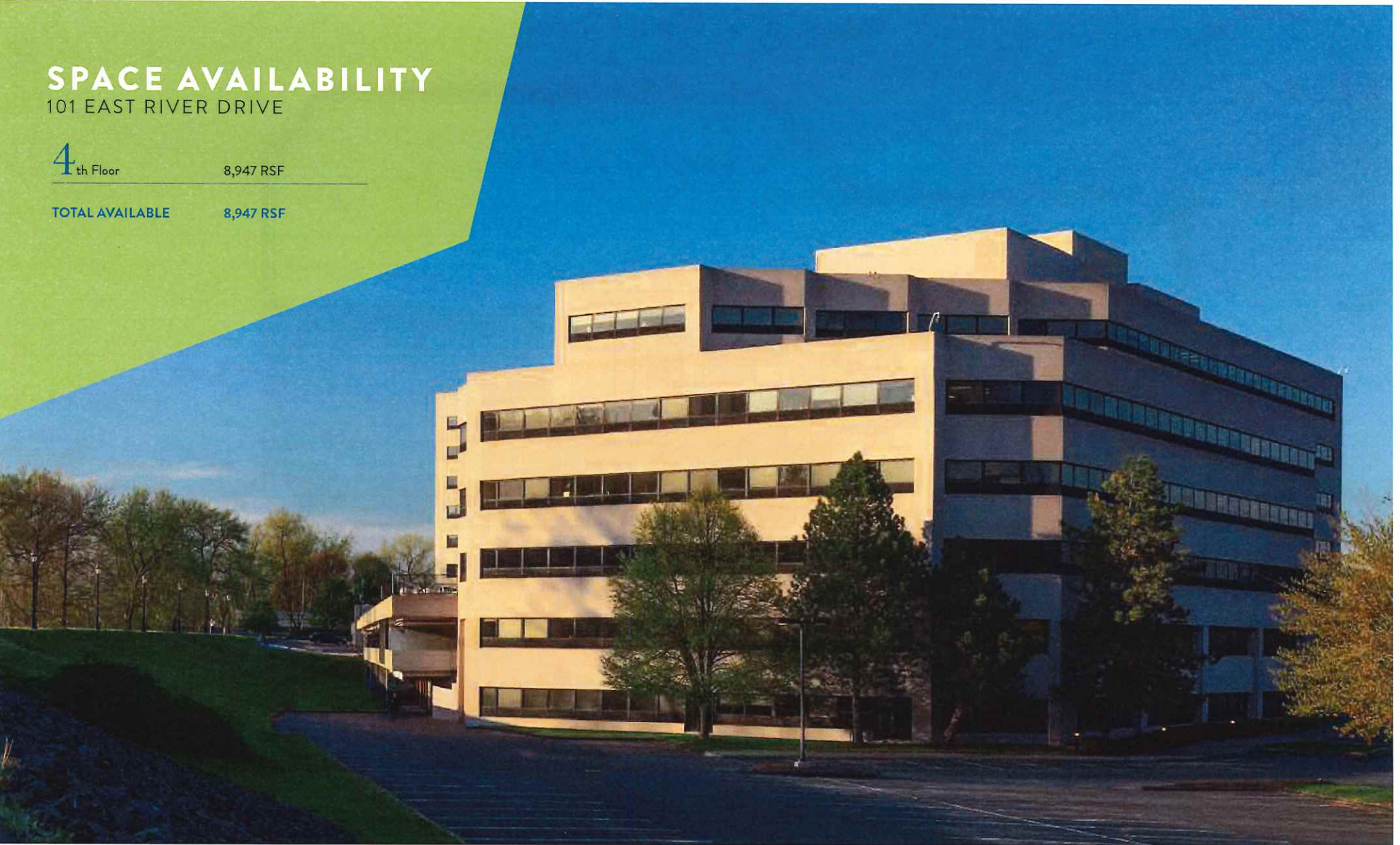


SPACE AVAILABILITY

101 EAST RIVER DRIVE

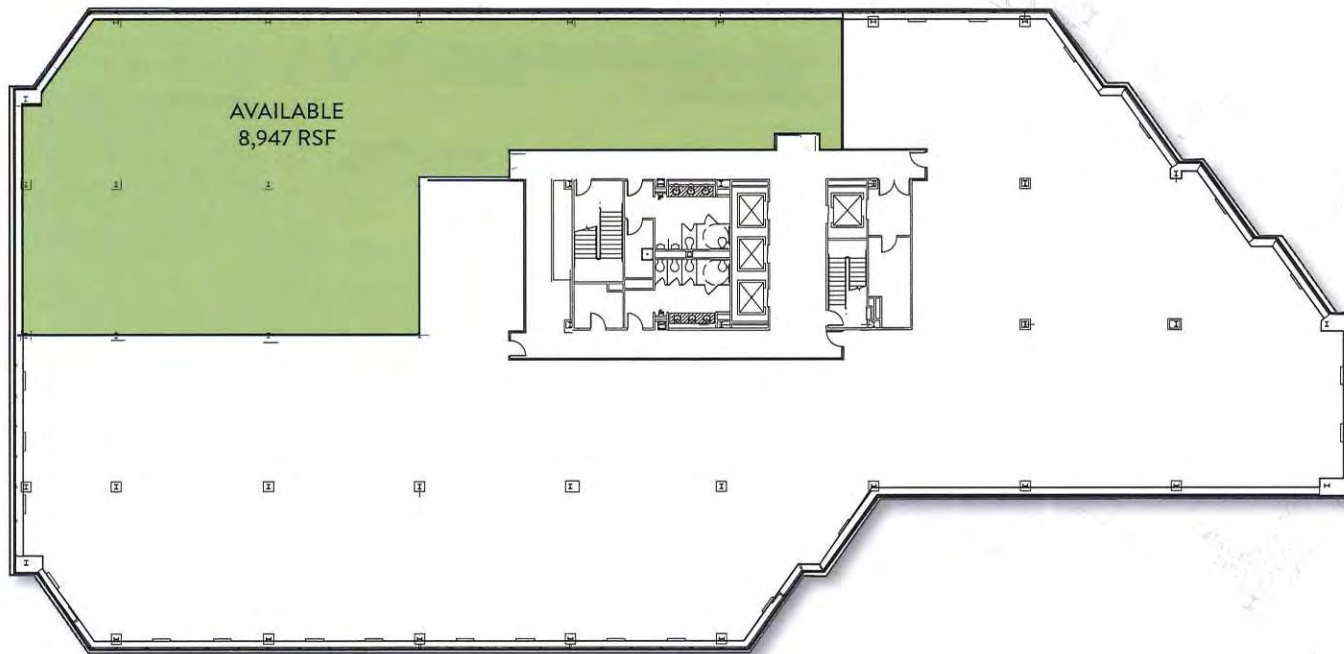
4th Floor 8,947 RSF

TOTAL AVAILABLE 8,947 RSF



8,947 RSF AVAILABLE

FOURTH FLOOR | 101 EAST RIVER DRIVE





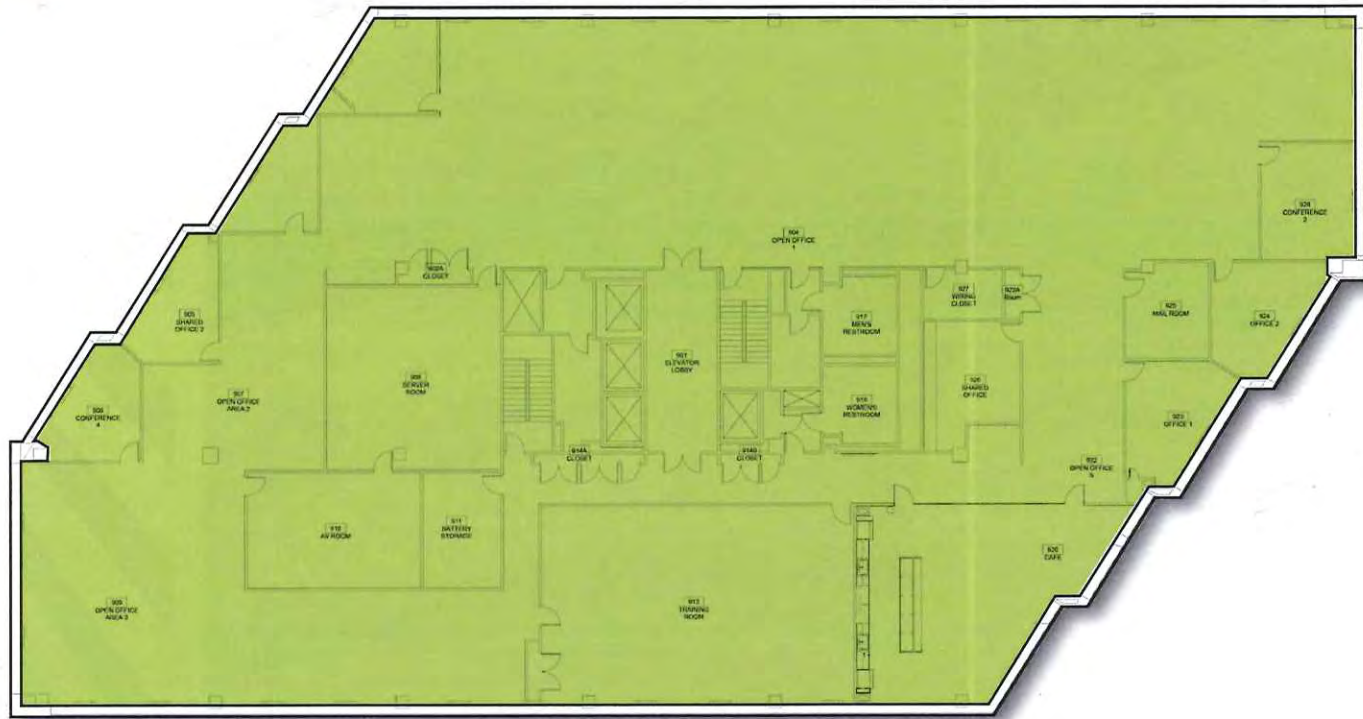
SPACE AVAILABILITY

99 EAST RIVER DRIVE

9 th Floor	20,792 RSF
8 th Floor	1,328 RSF
3 rd Floor	5,445 RSF
3 rd Floor	2,800 RSF
TOTAL AVAILABLE	30,365 RSF

20,792 SF AVAILABLE

NINTH FLOOR | 99 EAST RIVER DRIVE



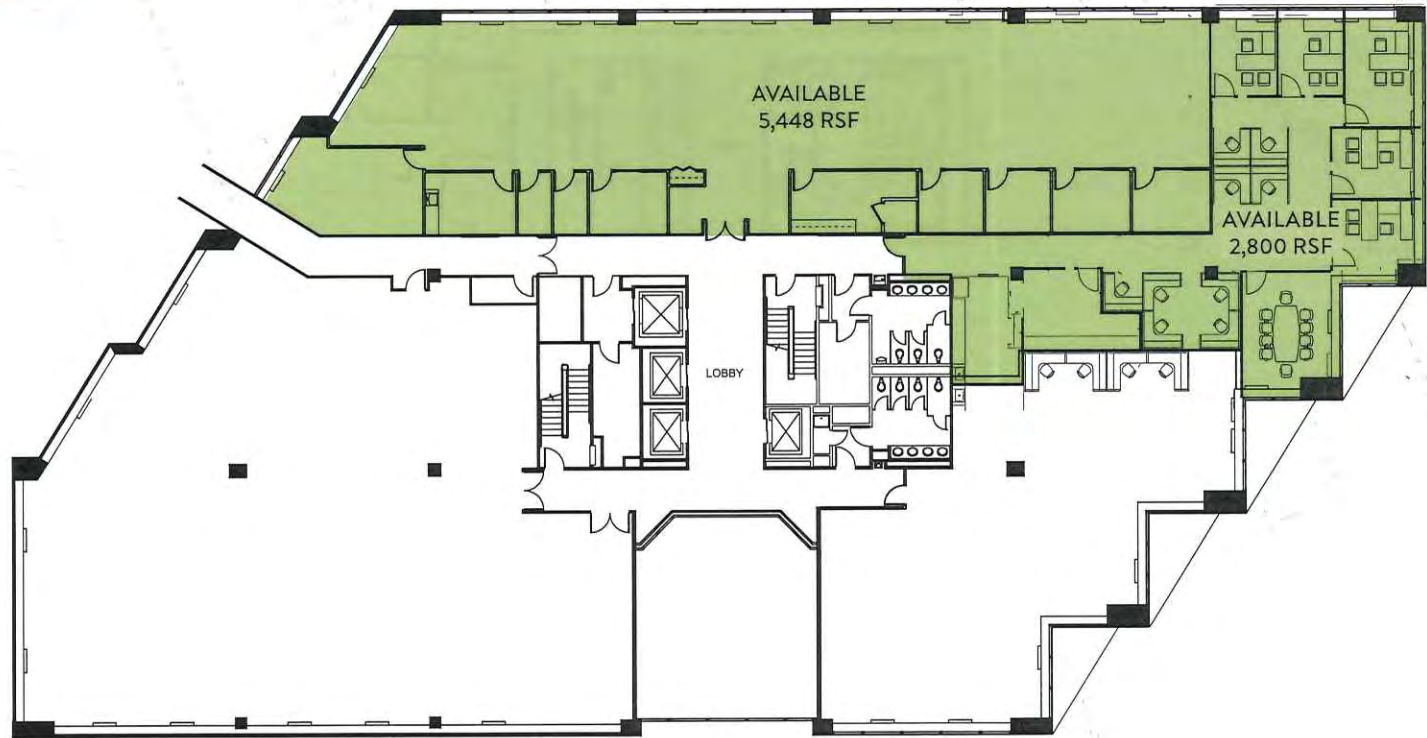
1,328 SF AVAILABLE

EIGHTH FLOOR | 99 EAST RIVER DRIVE



8,248 SF AVAILABLE

THIRD FLOOR | 99 EAST RIVER DRIVE



THE OPPORTUNITY

With panoramic, unobstructed views, ease of accessibility and proximity to all of the amenities that Hartford has to offer, Riverview is an excellent place to do business.

Riverview Square offers **opportunities for both large and small corporate clients seeking a signature location** with availabilities of approximately 1,300-21,000 square feet.



R I V E R V I E W

www.riverviewsquare.com

CONTACT US

PATRICK MULREADY

+1 860 987 4735

© 2020 CBRE, Inc. All rights reserved. This information has been obtained from sources believed reliable, but has not been verified for accuracy or completeness. You should conduct a careful, independent investigation of the property and verify all information. Any reliance on this information is solely at your own risk. CBRE and the CBRE logo are service marks of CBRE, Inc. All other marks displayed on this document are the property of their respective owners. Photos herein are the property of their respective owners. Use of these images without the express written consent of the owner is prohibited.

CBRE

CERTIFICATE OF ACCREDITATION

THIS CERTIFICATE IS AWARDED TO

ARIZONA COLLEGE
GLENDALE, ARIZONA

ABHES Institutional School

This certifies that the institution named above was evaluated, based upon the accreditation standards of the Accrediting Bureau of Health Education Schools (ABHES) as reviewed by evaluators specializing in the health education fields offered, and found to comply.


ABHES Chair

August 3, 2015
Date


ABHES Executive Director

August 3, 2015
Date

February 28, 2022
GRANT EXPIRATION





FEDERAL STUDENT AID START HERE. GO FURTHER.™

UNITED STATES DEPARTMENT OF EDUCATION

**FEDERAL STUDENT AID
SCHOOL ELIGIBILITY SERVICE GROUP**

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education
Approval Expiration Date: **December 31, 2021**
Reapplication Date: **September 30, 2021**

Name of Institution: **Arizona College**
Address of Institution: **4425 West Olive Avenue
Suite 300
Glendale, AZ 85302-3843**

OPE ID Number:

DUNS Number:

Taxpayer Identification Number (TIN):

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This

Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. §§ 1071 *et seq.*; 34 C.F.R. Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS**, 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§ 1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.

The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.

f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.

4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

- (v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;
- (5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;
- (6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;
- (7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;
- (8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;
- (9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;
- (10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--
- (i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and
- (ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;
- (11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;
- (12) It will provide the certifications described in paragraph (c) of this section;
- (13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;
- (14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;
- (15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --
- (A) Is participating in the FFEL or Direct Loan programs for the first time; or
- (B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.
- (ii) The institution does not have to use an approved default management plan if --
- (A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and
- (B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.
- (16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the award of title IV, HEA program funds.

(A) The restrictions in paragraph (b)(22) of this section do not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

(B) For the purpose of paragraph (b)(22) of this section, an employee who receives multiple adjustments to compensation in a calendar year and is engaged in any student enrollment or admission activity or in making decisions regarding the award of title IV, HEA program funds is considered to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid.

(ii) Notwithstanding paragraph (b)(22)(i) of this section, eligible institutions, organizations that are contractors to eligible institutions, and other entities may make--

(A) Merit-based adjustments to employee compensation provided that such adjustments are not based in any part, directly or indirectly, upon success in securing enrollments or the award of

financial aid; and

(B) Profit-sharing payments so long as such payments are not provided to any person or entity engaged in student recruitment or admission activity or in making decisions regarding the award of title IV, HEA program funds.

(iii) As used in paragraph (b)(22) of this section,

(A) *Commission, bonus, or other incentive payment* means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.

(B) *Securing enrollments or the award of financial aid* means activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.

(1) These activities include contact in any form with a prospective student, such as, but not limited to--contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student's signing of an enrollment agreement or financial aid application.

(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on--

(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student's enrollment agreement or financial aid application; or

(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.

(C) *Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid* means--

(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards title IV, HEA program funds; and

(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards title IV, HEA program funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding title IV, HEA program funds.

(D) *Enrollment* means the admission or matriculation of a student into an eligible institution.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If an educational program offered by the institution is required to prepare a student for gainful employment in a recognized occupation, the institution must--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The

Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the institution is located, if the State has established such a requirement, or as established by any Federal agency;

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student; and

(iii) Provide for that program the certification required in § 668.414.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the

institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

- (l) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or
- (2) The institution's participation ends under the provisions of § 668.26(a)(I), (2), (4), or (7).
- (h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and

developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.

5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).
8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R. Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

- I. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.

- A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:

- Determine its effectiveness and implement changes to the program if they are needed.
- Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR	
(Before Completing Certification, Read Instructions for This Part 3, below)	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and

Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

PART 3 CERTIFICATION REGARDING GAINFUL EMPLOYMENT PROGRAMS

A list of the reported Title IV eligible educational programs that the institution offers that are required to prepare students for gainful employment in a recognized occupation ("gainful employment programs") is included as part of the Eligibility and Certification Approval Report (ECAR) that is a part of this Program Participation Agreement. By signing this Program Participation Agreement, the institution certifies that:

1. the list of gainful employment programs it offers is accurate and complete;
2. each of the gainful employment programs is approved by a recognized accrediting agency or is otherwise included in the institution's accreditation by its recognized accrediting agency;
3. each of the gainful employment programs it offers is programmatically accredited, if such accreditation is required by a Federal governmental entity or a State where the institution or one of its additional locations is required to obtain State approval pursuant to 34 C.F.R. §600.9;
4. each gainful employment program in a State where the institution or one of its additional locations is located satisfies the licensure or certification requirements that are needed for a student who completes the gainful employment program to qualify to take any licensure or certification exam in that State that is needed for the student to practice or find employment in an occupation that the gainful employment program prepares the student to enter; and
5. for a gainful employment program for which the institution is establishing initial eligibility for Title IV, HEA program funds, the program is not substantially similar to a program offered by the institution that in the prior three years, became ineligible for Title IV, HEA program funds under the debt-to-earnings rates measure or was failing, or in the zone with respect to, the debt-to-earnings rates measure and was voluntarily discontinued by the institution.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

For the Secretary: _____ Date: _____
U.S. Department of Education

Appendix D.
CCNE Certificate of Accreditation

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures
COMMISSION ON COLLEGIATE NURSING EDUCATION
has accredited

Baccalaureate Degree Program in Nursing
Arizona College

*The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education
as a nationally recognized accrediting agency.*


EXECUTIVE DIRECTOR

October 24, 2016
EFFECTIVE DATE OF ACCREDITATION



ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036

THIS CERTIFICATE IS VALID FOR THE DURATION OF THE PERIOD OF ACCREDITATION



ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.CCNEACCREDITATION.ORG

May 24, 2017

Tracy Schreiner, DNP, MSN, MBA, RN
Dean and BSN Program Administrator
School of Nursing
Arizona College
163 N. Dobson Road
Mesa, AZ 85201

Dear Dr. Schreiner:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 25-27, 2017, to grant accreditation to the **baccalaureate degree program in nursing** at Arizona College for 5 years, extending to June 30, 2022. The accreditation action is effective as of October 24, 2016, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2021.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2019. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as CCNE's official report to Arizona College. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

A handwritten signature in black ink that reads "Susan D. Ruppert". The signature is written in a cursive style with a large, prominent 'S' at the beginning.

Susan D. Ruppert, PhD, FNP-C, FAANP, FAAN
Chair, Board of Commissioners

cc: President & CEO Nick Mansour
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team



COMMISSION ON
COLLEGIATE NURSING
EDUCATION

655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

December 18, 2019

To: U.S. Department of Education
Specialized Accrediting Agencies
Accrediting Bureau of Health Education Schools
Nevada State Board of Nursing
Nevada System of Higher Education
Other Interested Parties

From: Dr. Jennifer Butlin, Executive Director

Cc: Arizona College - Las Vegas

Re: Notice of Voluntary Withdrawal of Accreditation Due to Change in Control of Baccalaureate Degree Program in Nursing

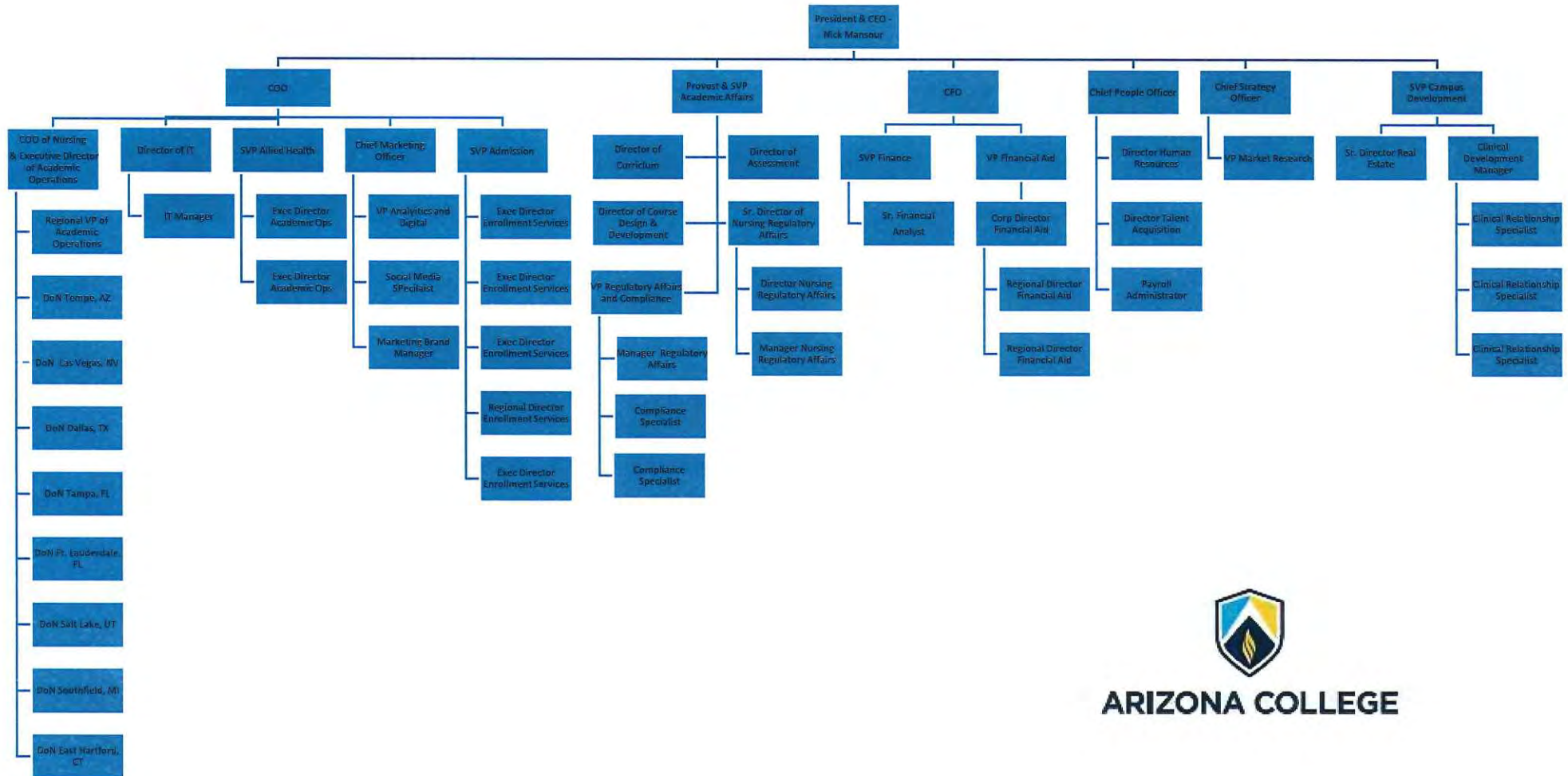
In accordance with Commission on Collegiate Nursing Education (CCNE) policy and U.S. Department of Education requirements, within 30 days of an institution notifying CCNE in writing of closure of an accredited program, and CCNE's subsequent withdrawal of accreditation due to said program's closure, CCNE releases this decision to the U.S. Department of Education, appropriate institutional and specialized accrediting agencies, state agencies, and the public.

Please be advised that Arizona College - Las Vegas, in Las Vegas, Nevada, and Arizona College, in Tempe, Arizona, notified CCNE in writing of a change in control of the baccalaureate degree program in nursing from separate, autonomous programs to one baccalaureate degree program in nursing that is taught at multiple campuses. The CCNE Board of Commissioners approved the change in control of the program, effective June 1, 2019. CCNE accreditation of the baccalaureate degree program in nursing at Arizona College - Las Vegas is withdrawn effective June 2, 2019. **The baccalaureate degree program in nursing at Arizona College, headquartered in Tempe, Arizona is accredited by CCNE and extends to all campuses where the program is offered.**

The directory of CCNE-accredited programs is being updated accordingly, and is available on the CCNE website at <http://directory.ccnecommunity.org/reports/accprog.asp>.

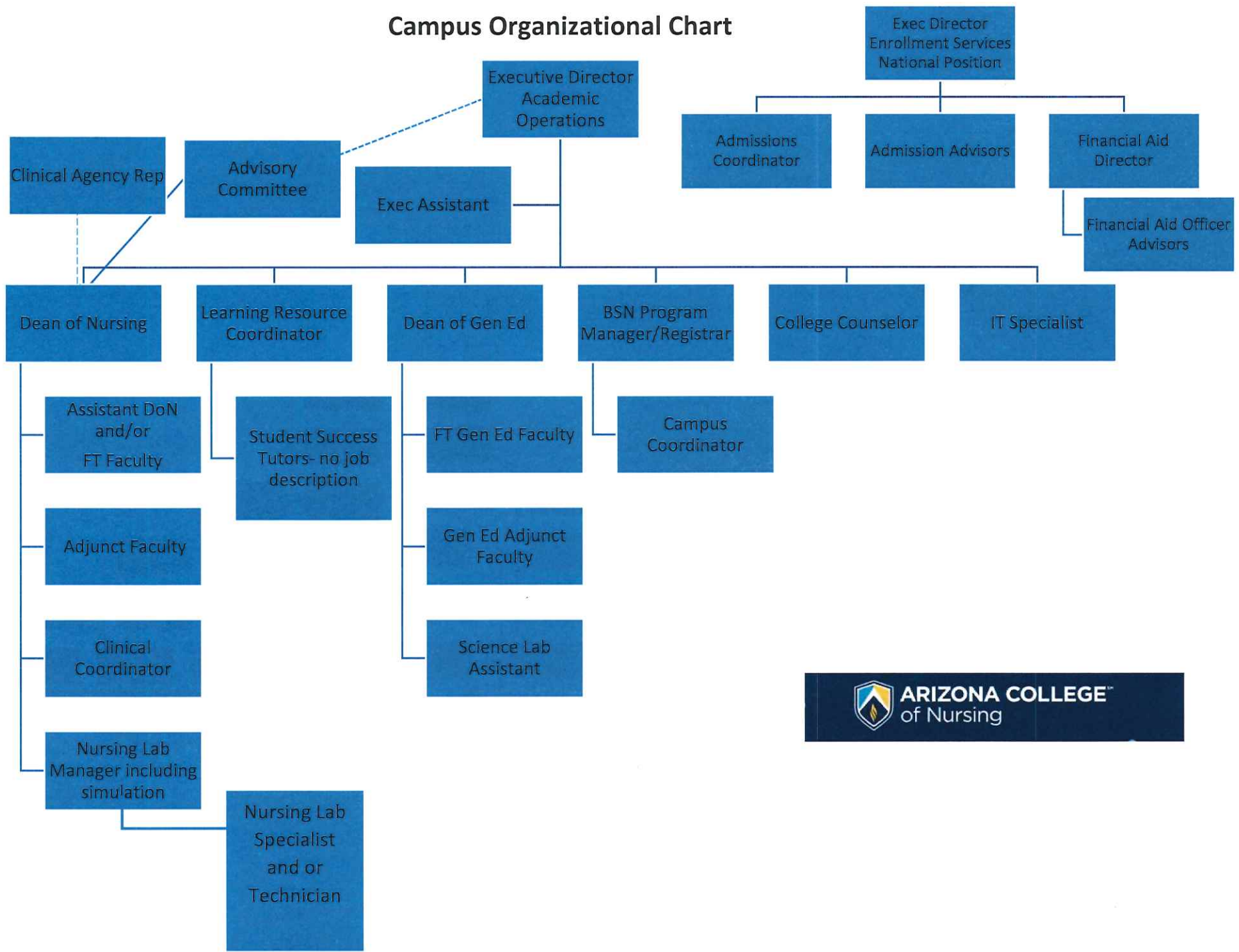
Please let me know if you have any questions regarding this announcement. I can be reached at 202-887-6791 x249 or jbutlin@ccneaccreditation.org.

Appendix E. System Organizational Chart



ARIZONA COLLEGE

Campus Organizational Chart



APPENDIX F

Diane Smith-Levine EdD, MHA, MSN, BSN, RN, CNE

July 9, 2021

7428 State Route 772
Piketon, Ohio 45661
740-438-5844 Mobile
dsmithlevine@msn.com

OBJECTIVE: Academic leadership position in higher education

LICENSURE: Registered Nurse licensed in Arizona, Connecticut, Illinois, New Hampshire, New York, Ohio, Virginia, and West Virginia.

EDUCATION

01/2020	EdD	Grand Canyon University Phoenix, Arizona Doctorate in Education <i>Organizational Management and Leadership in Higher Education</i>
3/2005	MSN	University of Phoenix, Phoenix, Arizona Masters of Science in Nursing <i>Education Emphasis</i>
6/2001	MHA	Ohio University, Athens, Ohio Masters of Healthcare Administration <i>Acute Care</i>
6/1994	BSN	Ohio University, Athens, Ohio (Cum Laude) Bachelor of Science in Nursing
6/1982	RN	Holzer School of Nursing, Gallipolis, Ohio Diploma in Registered Nursing

CERTIFICATION

12/2010	CNE	Certified Nurse Educator, National League for Nursing
---------	-----	---

CLINICAL EXPERIENCE

12/2008-present		WEST VIRGINIA FREE CLINIC RN Staff Nurse Volunteer
8/1994-present		LEVINE CONSULTING Piketon, Ohio Legal expertise for regulatory compliance and standard of care
7/1993-1/2000		PLEASANT VALLEY HOSPITAL Point Pleasant, West Virginia R.N. Staff Nurse , medical-surgical floor staff nurse duties
6/1982-7/1993		HOLZER MEDICAL CENTER Gallipolis, Ohio Manager 5 years 40-Bed Clinical Unit Charge Nurse 5 years Staff Nurse 1 year

HIGHER EDUCATIONAL LEADERSHIP AND FACULTY EXPERIENCE

7/2021-present

ARIZONA COLLEGE OF NURSING
EAST HARTFORD CAMPUS
Dean of Nursing (Program Administrator)
99 East River Drive East Hartford, CT
Provides oversight and innovative leadership in planning, implementing, and evaluating the BSN program and its faculty.

10/2020-present

EDUVISION, INC.
ARIZONA COLLEGE OF NURSING
Director, Nursing Regulatory Affairs
Remote
Manage the state boards of nursing approval processes for new campus programs. Oversees preparation and submission of applications, self-studies, conducts related activities to support the approval/licensing and compliance needs, to meet state nursing board regulatory requirements. Provides input and guidance in curriculum development projects to ensure compliance with state, and professional organization requirements. Assesses standards of employee qualifications for new and established campuses including review of campus president candidates; serves as subject matter expert to assure compliance with state and federal regulations. Participates and advises in “mock” self-assessment activities and regulatory/accreditation site visits. Serves on committees to assure compliance with state regulatory requirements and to provide input on new campus development.

10/2014-10/2020

ADTALEM GLOBAL EDUCATION
CHAMBERLAIN UNIVERSITY COLLEGE OF NURSING
Lead Senior Manager of State Licensing and Regulation
Remote
Manage the state boards of nursing approval processes for campus and online programs, including documentation to support changes, project management of submission timing, initial and subsequent site visit(s) and responses. Oversees preparation and submission of applications, self-studies, annual reports and conducts related activities to support the approval/licensing and compliance needs, to meet state nursing board regulatory requirements. Provides input and guidance in curriculum development projects to ensure compliance with state, and professional organization requirements. Assesses standards of employee qualifications for new and established campuses including review of campus president candidates; serves as subject matter expert to assure compliance with state and federal regulations. Participates and advises in “mock” self-assessment activities. Serves on committees to assure compliance with state regulatory requirements and to provide input on new campus development.

- 10/2014-10/2021
CHAMBERLAIN UNIVERSITY COLLEGE OF NURSING
Professor of Nursing adjunct
Remote Online
Educator in nursing program pre-licensure BSN and post-licensure graduate nursing education programs. Leadership, Management, Evidenced-Based Practice and Capstone Courses
- 1/2013 –10/2014
ADTALEM GLOBAL EDUCATION
CHAMBERLAIN UNIVERSITY COLLEGE OF NURSING
Manager, Accreditation and Professional Regulation
Remote Ohio
Responsible for coordinating accreditation and regulatory approval efforts (NLNAC, ACEN, CCNE, HLC, BONs) for the College and its 22 campuses. Responsible for coordinating with licensing & compliance departments to ensure that the College's state and federal licensing and compliance requirements were met. Utilized outstanding written and verbal communication skills. Maintained attention to detail. Anticipated and met deadlines, as well as continuously worked well within a complex matrix organization. Programs included BSN, RNBSN, MSN and DNP.
- 7/2009-12/2012
ADTALEM GLOBAL EDUCATION
CHAMBERLAIN UNIVERSITY COLLEGE OF NURSING
Columbus, Ohio
Nursing Department Faculty Chair 40+ faculty and adjuncts
Associate Professor of Nursing
Taught Fundamentals, Leadership & Management, Research and Capstone Courses
Senior Student Clinical Coordinator
QSEN Coordinator
Library Committee
ACEN and CCNE self-study writer/coordinator
- 8/2009 – 1/2010
INSTRUCTIONAL CONNECTIONS
Remote Online
Academic Coach/Teaching Assistant
Online facilitation of nursing educational courses
Trends in Nursing, Theoretical Concepts, Community, Family, and Leadership Courses
- 3/2007 – 7/2009
OHIO UNIVERSITY
Athens, Ohio
Remote Online
Assistant Professor of Nursing Post-licensure Online
Family Nursing and Community Health Nursing
- 12/2007- 12/2008
UNIVERSITY OF RIO GRANDE
HOLZER SCHOOL OF NURSING

Rio Grande, Ohio
Associate of Science in Nursing (ASN) program
Clinical Instructor
Medical/Surgical, OB/GYN and Critical Care

5/2005 – 6/2007

LAKEVIEW COLLEGE OF NURSING
Eastern Illinois University Affiliate
Charleston, Illinois
Assistant Professor
Didactic Pathophysiology,
Pharmacology/Issues and Nursing Trends

6/2002 – 6/2007

LAKELAND COLLEGE
Mattoon, Illinois
Instructor Faculty Associate Degree Program and Licensed Practical Nursing Program
Teaching Ethics in Nursing, Fundamentals and all Laboratory courses in both level I & II

1/1998 – 12/2002

MARSHALL UNIVERSITY
Huntington, West Virginia
College of Nursing
Faculty Facilitator and Manager of Branch Campus-BSN
Conducted all off campus skills lab, simulations and clinical.

1/1994-1/1997

UNIVERSITY OF RIO GRANDE
Rio Grande, Ohio
Clinical Instructor
Fundamentals in Nursing,
Respiratory Disorders, and Pediatrics.

12/1993-9/1996

HOCKING COLLEGE
Nelsonville, Ohio
Clinical Nursing Professor
Advanced Medical-Surgical Nursing.

6/1993-9/1994

GALLIA COUNTY HEALTH DEPARTMENT
Gallipolis, Ohio
Public Health Educator and Grant Writer
Preventive Health-Health Services Grant

ACHIEVEMENTS

1987 AMERICAN CANCER SOCIETY *NURSE OF HOPE*
1988 *OUTSTANDING CITIZEN IN HEALTHCARE* – OHIO

PROFESSIONAL AND CIVIC AFFILIATIONS

Member: Sigma Theta Tau International– Nurses Honor Society
Ohio Nurses Association (ONA)
American Nurses Association
National League for Nursing
Board of Trustee Member Chamberlain University College of Nursing
North Brunswick, New Jersey

Past Board Member: American Cancer Society
Governor Appointee to Ohio Children's Trust Fund Board 1992-1996

Past President: County Medical Alliance
Pilot Club

AWARDS

2015 Adtalem TEACH Award Recipient

REFERENCES

Dr. Robin Goodrich

Email: rsg1014@aol.com

Cell: 860.488.2110

Dr. Shelley Johnson

107 Addison Drive

Mansfield, Texas

76063

Email: Shelley.johnson816@outlook.com

Cell: 856.340.9827

Ms. Arnetia Hill

555 West Adams Street

Chicago, Illinois

60661

Email: arhill115@gmail.com

Cell: 847.275.6233

PROFESSIONAL RESEARCH and PRESENTATIONS

- Research: *Faculty Descriptions of Strategies to Teach Professionalism to Pre-licensure Bachelor of Science in Nursing Students*. Doctoral Dissertation 2019
- *Program Development in a Multi-Campus Matrix Educational System* HLC 2014
- *CCNE Accreditation* Presentation to RNBSN Option Program Leadership in July 2013
- *Social Media and Professional Boundaries* September 2012 Lunch and Lecture Series
- *Integrating NCLEX Style Questions in the Classroom* May 11, 2012 Faculty Presentation
- *Cultivating Clinical Preceptors* April 11, 2011

- *Professional Behavior for Nurses* Center for Academic Success June 2010
- *Leadership and Management in Nursing: An NCLEX Blueprint Guide-* Recorded Webinar September 2008
- *Delegation and Prioritization for the Registered Nurse* 2006 Faculty Conference
- *Professional Boundaries* Faculty Presentation and Development Series
- Research: *Students' Understanding of the Professional Requirements for the Professional Registered Nurse Role.* MSN Master Thesis 2005
- *Storytelling in Nursing Education,* Lakeland College Faculty Development Days Presentation June 2005
- Research: *Assessing Educational Needs* September 14, 2004 Published through University of Phoenix
- *A Management Plan and Evaluation for Farmers with Skin Cancer,* Presentation for Ohio State Health Department August 2, 2004
- *Mosquito Control Plan for Athens County,* Presentation for Ohio State Health Department Conference May 2004
- Research: *The Influences of Environmental and Social Behaviors on Birth Weight* Master of Healthcare Administration Thesis 2001
- Research: *A Healthcare Organizational Review: Practices and Accreditation.* Holzer Medical Center Gallipolis, Ohio
- *Turkish Cultural Issues for Nurses* May 5, 1993
- *Skin Wellness* Community Series for Wellness April 5, 1993

UNIVERSITY SERVICE VARIOUS LOCATIONS

Faculty Senate

Served on Undergraduate Curriculum Committee

Member Faculty Credentialing Task Force Developing Standard Operating Procedure and Policy

Member Clinical Attendance Policy Task Force

Member Due Diligence Committee for New Campus Locations

New Locations Committee for Opening New BSN Campus Locations

LP/VN Program Development

GRAND CANYON UNIVERSITY

Office of Academic Records

3300 West Camelback Road

Phoenix, AZ 85017-1097

(602) 639-7500

OPE ID: 00107400

Diane L Smith-Levine
7428 State Route 772
Piketon, OH 45661

DOB: 20/Mar

Official Transcript when envelope is sealed

Current Enrollment

Program: Doctor of Education in Organizational Leadership

Status: Graduated

LDA: 3/25/2020

Withdrawal Date: 4/1/2019

RES-811	Introduction to Advanced Graduate Studies and Scholarship 1/5/2012 to 2/29/2012	3.0	A	12.0				
Cum:		3.0	3.0	12.00	4.000	TOTAL HOURS:	3.0	
LDR-802	Progressions in Leadership Thought 3/1/2012 to 4/25/2012	3.0	A	12.0				
Cum:		6.0	6.0	24.00	4.000	TOTAL HOURS:	6.0	
LDR-800	Ethical Dilemmas and Stewardship 4/26/2012 to 6/20/2012	3.0	A-	11.1				
Cum:		9.0	9.0	35.10	3.900	TOTAL HOURS:	9.0	
EDU-805	History and Politics of Higher Education 8/16/2012 to 10/10/2012	3.0	A-	11.1				
Cum:		12.0	12.0	46.20	3.850	TOTAL HOURS:	12.0	
RES-850	Foundations for Research 2/14/2013 to 4/10/2013	3.0	A-	11.1				
Cum:		15.0	15.0	57.30	3.820	TOTAL HOURS:	15.0	
EDU-812	Governance and Structures in Higher Education 4/11/2013 to 6/5/2013	3.0	A-	11.1				
Cum:		18.0	18.0	68.40	3.800	TOTAL HOURS:	18.0	
RES-861	Analysis of Existing Research 8/1/2013 to 9/5/2013	0.0	W	0.0				
Cum:		21.0	18.0	68.40	3.800	TOTAL HOURS:	18.0	
RES-861	Analysis of Existing Research 9/26/2013 to 11/20/2013	3.0	A	12.0				
Cum:		24.0	21.0	80.40	3.830	TOTAL HOURS:	21.0	
RSD-851	Residency: Dissertation 7/28/2014 to 8/1/2014	3.0	A-	11.1				

Cum:	27.0	24.0	91.50	3.810	TOTAL HOURS:	24.0	
EDU-822	Fiscal Management in Higher Education 6/26/2014 to 8/20/2014	3.0	B+	9.9			
Cum:	30.0	27.0	101.40	3.760	TOTAL HOURS:	27.0	
EDU-817	Building a Community of Scholars in Higher Education 9/29/2016 to 11/23/2016	3.0	A-	11.1			
Cum:	33.0	30.0	112.50	3.750	TOTAL HOURS:	30.0	
RES-866	Approaches to Research Design and Data Analysis 11/24/2016 to 2/1/2017	3.0	A	12.0			
Cum:	36.0	33.0	124.50	3.770	TOTAL HOURS:	33.0	
LDR-825	Strategic Planning and Change 2/2/2017 to 3/29/2017	3.0	A	12.0			
Cum:	39.0	36.0	136.50	3.790	TOTAL HOURS:	36.0	
LDR-804	Leading Across Cultures 3/30/2017 to 5/24/2017	3.0	A-	11.1			
Cum:	42.0	39.0	147.60	3.780	TOTAL HOURS:	39.0	
RES-880	Formalizing the Research Prospectus 6/22/2017 to 8/16/2017	3.0	A-	11.1			
Cum:	45.0	42.0	158.70	3.780	TOTAL HOURS:	42.0	
EDU-827	Strategic Planning in Higher Education 8/17/2017 to 10/11/2017	3.0	A-	11.1			
Cum:	48.0	45.0	169.80	3.770	TOTAL HOURS:	45.0	
RSD-881	Residency: Presentation of Progress or Results 10/26/2017 to 11/15/2017	3.0	B+	9.9			
Cum:	51.0	48.0	179.70	3.740	TOTAL HOURS:	48.0	
RES-885	Developing the Research Proposal 1/18/2018 to 3/14/2018	3.0	B+	9.9			
Cum:	54.0	51.0	189.60	3.720	TOTAL HOURS:	51.0	

Diane Smith-Levine
7428 State Route 772
Piketon, OH 45661



Jennifer Lech
University Registrar

THE WORD VOID APPEARS WHEN PHOTOCOPIED

THIS TRANSCRIPT HAS AN ANTI-COPY ENCRYPTED ALPHA-NUMERIC BACKGROUND



Office of Academic Records
3300 West Camelback Road, Phoenix, Arizona 85017
(602) 639-7500 www.gcu.edu

HISTORY

Grand Canyon College was chartered in 1949. In 1989, it became Grand Canyon University.

ACCREDITATION

Since 1968, the Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University. The Association of Collegiate Business Schools and Programs accredits the Bachelor of Science degrees in Accounting, Business Administration, Entrepreneurial Studies, Finance and Economics, Marketing, and Sports Management, as well as the Master of Business Administration and Executive Master of Business Administration. The Arizona Department of Education approves the University to offer Institutional Recommendations (credentials) for the certification of elementary teachers, secondary teachers, special education teachers, and administrators. The Commission on Collegiate Nursing Education and the Arizona State Board of Nursing accredits the University for the Bachelor of Science in Nursing and Master of Science in Nursing degree. The Commission on Accreditation of Athletic Training Education accredits the Bachelor of Science in Athletic Training degree.

REPEAT POLICY

When a course has been repeated, the credit used in computing the grade point average is the grade and credit hours earned the last time the repeated course was taken.

TRANSCRIPT CODES

- ** Retaken Course – Course has been retaken for credit
- R* Retaken Override – Course can be taken multiple times for credit

DEGREES OFFERED

- Bachelor of Arts
- Bachelor of Business Administration (prior to 2005)
- Bachelor of Science
- Master of Arts
- Master of Business Administration
- Master of Education
- Master of Public Administration
- Master of Public Health
- Master of Science
- Doctor of Business Administration
- Doctor of Education
- Doctor of Philosophy

ACADEMIC CALENDAR

Students either enroll in three semesters or consecutive enrollment with no specific terms. One semester credit hour generally requires the equivalent of one 50-minute class period throughout the semester. Adaptation of this principle is sometimes employed, especially in laboratory or online courses.

COURSE NUMBERS

- 0 - 99 Not accepted for credit
- 100 - 299 Lower division baccalaureate courses (freshman/sophomore)
- 300 - 499 Upper division baccalaureate courses (junior/senior)
- 500 - 699 Masters level courses
- 700 - 999 Doctoral level courses
- 5000-5999 Continuing Education courses

ACADEMIC STANDING

Academic probation, suspension, and expulsion are noted on the academic record and transcript.

CREDIT

Grand Canyon University uses semester credits.

HONORS AND DISTINCTIONS

Academic honors are noted on the transcript.

CONVERTED RECORD

The University converted its records within the 2006 summer session. A student enrolled before Summer 2006 may have two records.

Graduate Grading Scale

Letter Grade	GPA Value	May 2011-present		2009-April 2011	2006-2009	2005-2006	Interpretation of Level of Performance
		CAS, NBACOR, COE, COL, CONHCP (see surtitle)	CONHCP (nursing), CDS	All Colleges	All Colleges	All Colleges	
A	4.0	93-100	97-100	95-100	95-100	95-100	Superior; outstanding scholarship
A-	3.7	90-92	93-96	92-94	92-94	92-94	Above average; good work
B+	3.3	87-89	89-92	90-91	90-91	90-91	
B	3.0	83-86	85-88	87-89	87-89	87-89	Average standard performance
B-	2.7	80-82	81-84	84-86	84-86	84-86	Average standard performance
C+	2.3	77-79	78-80	80-83	80-83	80-83	
C	2.0	70-76	76-77	76-79	76-79	76-79	Average standard performance
D	1.0	Not Used	Not Used	72-75	72-75	72-75	Below standard
F	0.0	<70	<76	<72	<72	<72	Failure
I	-	Used	Used	Used	Used	Used	Course work is incomplete
W	-	Used	Used	Used	Used	Used	Authorized withdrawal; no credit
WF	0.0	Not Used	Not Used	Used	Used	Used	Late withdrawal, failure
NF	0.0	Used	Used	Not Used	Not Used	Not Used	Campus Only: May 2011-present.
CR	-	Not Used	Not Used	Not Used	Used	Used	Campus Only: Credit given, but no grade or GPA value
S	-	Not Used	Not Used	Not Used	Used	Used	Campus Only: Satisfactory completion of audit or non-credit course
U	-	Not Used	Not Used	Not Used	Used	Used	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	-	Used	Used	Not Used	Not Used	Not Used	Mandatory withdrawal
AW	-	Used	Used	Not Used	Not Used	Not Used	Academic withdrawal
DW	-	Used	Used	Not Used	Not Used	Not Used	Deployment withdrawal
NR	-	Used	Used	Used	Used	Used	Grade status not reported by instructor
IP	-	Used	Used	Used	Used	Used	In Progress
NA	-	Used	Used	Not Used	Not Used	Not Used	Campus Only, Non Attendance

Prior to 2006, point scale was faculty determined

Undergraduate Grading Scale

Letter Grade	GPA Value	May 2011-present		2009-April 2011	2006-2009	2005-2006	Interpretation of Level of Performance
		CAS, NBACOR, COE, COL, CONHCP (see surtitle)	CONHCP (nursing), CDS	All Colleges	All Colleges	All Colleges	
A	4.0	93-100	95-100	95-100	93-100	95-100	Superior; outstanding scholarship
A-	3.7	90-92	92-94	92-94	90-92	92-94	Above average; good work
B+	3.3	87-89	90-91	90-91	87-89	90-91	
B	3.0	83-86	87-89	87-89	83-86	87-89	Average standard performance
B-	2.7	80-82	84-86	84-86	80-82	84-86	
C+	2.3	77-79	80-83	80-83	77-79	80-83	Average standard performance
C	2.0	70-76	76-79	76-79	73-76	76-79	
C-	1.7	Not Used	Not Used	Not Used	70-72	Not Used	Below standard
D+	1.3	Not Used	Not Used	Not Used	67-69	Not Used	Failure
D	1.0	60-69	72-75	72-75	63-66	72-75	
D-	0.7	Not Used	Not Used	Not Used	60-62	Not Used	Failure
F	0.0	<60	<72	<72	<60	<72	
I	-	Used	Used	Used	Used	Used	Course work is incomplete
W	-	Used	Used	Used	Used	Used	Authorized withdrawal; no credit
WF	0.0	Not Used	Not Used	Used	Used	Used	Late withdrawal, failure
NF	0.0	Used	Used	Not Used	Not Used	Not Used	Campus Only: May 2011-present.
CR	-	Used	Used	Used	Used	Used	Campus Only: Credit given, but no grade or GPA value
S	-	Used	Used	Used	Used	Used	Campus Only: Satisfactory completion of audit or non-credit course
U	-	Used	Used	Used	Used	Used	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	-	Used	Used	Not Used	Not Used	Not Used	Mandatory withdrawal
AW	-	Used	Used	Not Used	Not Used	Not Used	Academic withdrawal
DW	-	Used	Used	Not Used	Not Used	Not Used	Deployment withdrawal
NR	-	Used	Used	Used	Used	Used	Grade status not reported by instructor
IP	-	Used	Used	Used	Used	Used	In Progress
NA	-	Used	Used	Not Used	Not Used	Not Used	Campus Only, Non Attendance

Prior to 2006, point scale was faculty determined

IN ACCORDANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, INFORMATION FROM THIS TRANSCRIPT MAY NOT BE RELEASED TO A THIRD PARTY WITHOUT WRITTEN CONSENT OF THE STUDENT UNLESS REQUESTED BY LAWFUL COURT ORDER.

Kan't Kopy K1 Security Paper

- Hidden Pantograph
- Erasure Protection
- Color Match
- Security Features Box
- Artificial Watermark
- Microprint Protection
- Anti-Copy Coin Rub
- Acid Free

GRAND CANYON UNIVERSITY

Office of Academic Records
 3300 West Camelback Road
 Phoenix, AZ 85017-1097
 (602) 639-7500

Diane L Smith-Levine
 7428 State Route 772
 Piketon, OH 45661

OPE ID: 00107400

DOB: 20/Mar

Official Transcript when envelope is sealed

DIS-955	Dissertation I 3/22/2018 to 5/16/2018	3.0	A	12.0				
Cum:	57.0 54.0 201.60 3.730	TOTAL HOURS:		54.0				
DIS-960	Dissertation II 5/24/2018 to 7/18/2018	3.0	A	12.0				
Cum:	60.0 57.0 213.60 3.750	TOTAL HOURS:		57.0				
DIS-965	Dissertation III 7/26/2018 to 9/19/2018	3.0	A	12.0				
Cum:	63.0 60.0 225.60 3.760	TOTAL HOURS:		60.0				
DIS-966E	Research Continuation I 9/27/2018 to 12/19/2018	3.0	A	12.0				
Cum:	66.0 63.0 237.60 3.770	TOTAL HOURS:		63.0				
DIS-967E	Research Continuation II 1/17/2019 to 4/10/2019	3.0	A	12.0				
Cum:	69.0 66.0 249.60 3.780	TOTAL HOURS:		66.0				
DIS-968E	Research Continuation III 9/19/2019 to 12/11/2019	3.0	A	12.0				
Cum:	72.0 69.0 261.60 3.790	TOTAL HOURS:		69.0				
DIS-969E	Research Continuation IV 1/2/2020 to 3/25/2020	3.0	A	12.0				
	Atmpt Cmplt Pts GPA							
Cum:	75.0 72.0 273.60 3.800	TOTAL HOURS:		72.0				

Credentials awarded for Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership vb11 (3) enrollment
Credential Date Awarded
 Doctor of Education In Organizational Leadership 3/27/2020
 Dissertation: Faculty Descriptions of Teaching Strategies for Professionalism In Nursing Students

***** END OF TRANSCRIPT *****

***** ISSUED: 01 May 2020 *****

Diane Smith-Levine
 7428 State Route 772
 Piketon, OH 45661


 Jennifer Lech
 University Registrar

THE WORD VOID APPEARS WHEN PHOTOCOPIED

THIS TRANSCRIPT HAS AN ANTI-COPY ENCRYPTED ALPHA-NUMERIC BACKGROUND



Office of Academic Records
3300 West Camelback Road, Phoenix, Arizona 85017
(602) 639-7500 www.gcu.edu

HISTORY

Grand Canyon College was chartered in 1949. In 1989, it became Grand Canyon University.

ACCREDITATION

Since 1968, the Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University. The Association of Collegiate Business Schools and Programs accredits the Bachelor of Science degrees in Accounting, Business Administration, Entrepreneurial Studies, Finance and Economics, Marketing, and Sports Management, as well as the Master of Business Administration and Executive Master of Business Administration. The Arizona Department of Education approves the University to offer Institutional Recommendations (credentials) for the certification of elementary teachers, secondary teachers, special education teachers, and administrators. The Commission on Collegiate Nursing Education and the Arizona State Board of Nursing accredits the University for the Bachelor of Science in Nursing and Master of Science in Nursing degree. The Commission on Accreditation of Athletic Training Education accredits the Bachelor of Science in Athletic Training degree.

REPEAT POLICY

When a course has been repeated, the credit used in computing the grade point average is the grade and credit hours earned the last time the repeated course was taken.

TRANSCRIPT CODES

- ** Retaken Course – Course has been retaken for credit
- R* Retaken Override – Course can be taken multiple times for credit

DEGREES OFFERED

- Bachelor of Arts
- Bachelor of Business Administration (prior to 2005)
- Bachelor of Science
- Master of Arts
- Master of Business Administration
- Master of Education
- Master of Public Administration
- Master of Public Health
- Master of Science
- Doctor of Business Administration
- Doctor of Education
- Doctor of Philosophy

ACADEMIC CALENDAR

Students either enroll in three semesters or consecutive enrollment with no specific terms. One semester credit hour generally requires the equivalent of one 50-minute class period throughout the semester. Adaptation of this principle is sometimes employed, especially in laboratory or online courses.

COURSE NUMBERS

- 0 - 99 Not accepted for credit
- 100 - 299 Lower division baccalaureate courses (freshman/sophomore)
- 300 - 499 Upper division baccalaureate courses (junior/senior)
- 500 - 699 Masters level courses
- 700 - 999 Doctoral level courses
- 5000-5999 Continuing Education courses

ACADEMIC STANDING

Academic probation, suspension, and expulsion are noted on the academic record and transcript.

CREDIT

Grand Canyon University uses semester credits.

HONORS AND DISTINCTIONS

Academic honors are noted on the transcript.

CONVERTED RECORD

The University converted its records within the 2006 summer session. A student enrolled before Summer 2006 may have two records.

Graduate Grading Scale

Letter Grade	GPA Value	May 2011-present		2009-April 2011	2006-2009	2005-2006	Interpretation of Level of Performance
		CAS, K&C&O, COE, COT, CONHCP (non-nursing)	CONHCP (nursing), CDS	All Colleges	All Colleges	All Colleges	
A	4.0	93-100	97-100	95-100	95-100	95-100	Superior; outstanding scholarship
A-	3.7	90-92	93-96	92-94	92-94	92-94	Above average; good work
B+	3.3	87-89	89-92	90-91	90-91	90-91	
B	3.0	83-86	85-88	87-89	87-89	87-89	Average standard performance
B-	2.7	80-82	81-84	84-86	84-86	84-86	
C+	2.3	77-79	78-80	80-83	80-83	80-83	
C	2.0	70-76	76-77	76-79	76-79	76-79	Average standard performance
D	1.0	Not Used	Not Used	72-75	72-75	72-75	Below standard
F	0.0	<70	<76	<72	<72	<72	Failure
I	-	Used	Used	Used	Used	Used	Course work is incomplete
W	-	Used	Used	Used	Used	Used	Authorized withdrawal; no credit
WF	0.0	Not Used	Not Used	Used	Used	Used	Late withdrawal, failure
NF	0.0	Used	Used	Not Used	Not Used	Not Used	Campus Only: May 2011-present.
CR	-	Not Used	Not Used	Not Used	Used	Used	Campus Only: Credit given, but no grade or GPA value
S	-	Not Used	Not Used	Not Used	Used	Used	Campus Only: Satisfactory completion of audit or non-credit course
U	-	Not Used	Not Used	Not Used	Used	Used	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	-	Used	Used	Not Used	Not Used	Not Used	Mandatory withdrawal
AW	-	Used	Used	Not Used	Not Used	Not Used	Academic withdrawal
DW	-	Used	Used	Not Used	Not Used	Not Used	Deployment withdrawal
NR	-	Used	Used	Used	Used	Used	Grade status not reported by instructor
IP	-	Used	Used	Used	Used	Used	In Progress
NA	-	Used	Used	Not Used	Not Used	Not Used	Campus Only, Non Attendance

Prior to 2006, point scale was faculty determined

Undergraduate Grading Scale

Letter Grade	GPA Value	May 2011-present		2009-April 2011	2006-2009	2005-2006	Interpretation of Level of Performance
		CAS, K&C&O, COE, COT, CONHCP (non-nursing)	CONHCP (nursing), CDS	All Colleges	All Colleges	All Colleges	
A	4.0	93-100	95-100	95-100	93-100	95-100	Superior; outstanding scholarship
A-	3.7	90-92	92-94	92-94	90-92	92-94	Above average; good work
B+	3.3	87-89	90-91	90-91	87-89	90-91	
B	3.0	83-86	87-89	87-89	83-86	87-89	
B-	2.7	80-82	84-86	84-86	80-82	84-86	
C+	2.3	77-79	80-83	80-83	77-79	80-83	Average standard performance
C	2.0	70-76	76-79	76-79	73-76	76-79	
C-	1.7	Not Used	Not Used	Not Used	70-72	Not Used	Below standard
D+	1.3	Not Used	Not Used	Not Used	67-69	Not Used	
D	1.0	60-69	72-75	72-75	63-66	72-75	
D-	0.7	Not Used	Not Used	Not Used	60-62	Not Used	Failure
F	0.0	<60	<72	<72	<60	<72	
I	-	Used	Used	Used	Used	Used	Course work is incomplete
W	-	Used	Used	Used	Used	Used	Authorized withdrawal; no credit
WF	0.0	Not Used	Not Used	Used	Used	Used	Late withdrawal, failure
NF	0.0	Used	Used	Not Used	Not Used	Not Used	Campus Only: May 2011-present.
CR	-	Used	Used	Used	Used	Used	Campus Only: Credit given, but no grade or GPA value
S	-	Used	Used	Used	Used	Used	Campus Only: Satisfactory completion of audit or non-credit course
U	-	Used	Used	Used	Used	Used	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	-	Used	Used	Not Used	Not Used	Not Used	Mandatory withdrawal
AW	-	Used	Used	Not Used	Not Used	Not Used	Academic withdrawal
DW	-	Used	Used	Not Used	Not Used	Not Used	Deployment withdrawal
NR	-	Used	Used	Used	Used	Used	Grade status not reported by instructor
IP	-	Used	Used	Used	Used	Used	In Progress
NA	-	Used	Used	Not Used	Not Used	Not Used	Campus Only, Non Attendance

Prior to 2006, point scale was faculty determined

IN ACCORDANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, INFORMATION FROM THIS TRANSCRIPT MAY NOT BE RELEASED TO A THIRD PARTY WITHOUT WRITTEN CONSENT OF THE STUDENT UNLESS REQUESTED BY LAWFUL COURT ORDER.

Kan't Kopy K1 Security Paper

- Hidden Pantograph
- Erasure Protection
- Color Match
- Security Features Box
- Artificial Watermark
- Microprint Protection
- Anti-Copy Coin Rub
- Acid Free



University of Phoenix

Registrar's Office
4025 South Riverpoint Parkway
Phoenix, AZ 85040
1-800-866-3919

Date Issued: 06/24/2009
Record of: DIANE LEVINE
Student Number: [REDACTED]
Birthdate: [REDACTED]

SENT TO:
DIANE LEVINE
7428 STATE ROUTE 772
PIKETON, OH 45661-9602
US

Prior Schools Attended	Credits	Degrees
OHIO UNIVERSITY	8.67	MHA

Mo/Year	Course ID	Course Title	Grade	Credits Attempted	Credits Earned	Quality Points	Rep
UNIVERSITY OF PHOENIX							
	HCS/570	FINANCIAL MANAGEMENT FOR NURSING MANAGERS	WC	0.00	0.00	0.00	
	NUR/517	RESEARCH METHODS	WC	0.00	0.00	0.00	
	NUR/598	RESEARCH UTILIZATION PROJECT	WC	0.00	0.00	0.00	
10/2003	COM/516	PROFESSIONAL COMMUNICATIONS	A	1.00	1.00	4.00	
12/2003	ITH/510	THE IMPACT OF E-HEALTH	A-	3.00	3.00	10.98	
02/2004	NUR/513	THEORETICAL FOUNDATIONS OF PRACTICE	A	3.00	3.00	12.00	
04/2004	NUR/541	MODELS OF HEALTH BEHAVIORS	A-	3.00	3.00	10.98	
05/2004	HCS/530	HEALTH CARE ORGANIZATIONS	A	3.00	3.00	12.00	
07/2004	NUR/543	ADVANCED NURSING MANAGEMENT:COMMUNITIES	A-	3.00	3.00	10.98	
09/2004	NUR/586.3	CURRICULUM DEVELOPMENT AND PROGRAM DESIGN	B	3.00	3.00	9.00	
10/2004	NUR/590A	NURSING PRACTICUM-A	W	0.00	0.00	0.00	
11/2004	NUR/590A	NURSING PRACTICUM-A	A	1.00	1.00	4.00	
12/2004	HCS/521	HEALTH CARE INFRASTRUCTURE	A	3.00	3.00	12.00	
02/2005	NUR/584	DYNAMICS OF NURSING ADMINISTRATION	A-	3.00	3.00	10.98	
03/2005	HCS/584	QUALITY AND DATABASE MANAGEMENT	A	3.00	3.00	12.00	
05/2005	NUR/590B	NURSING PRACTICUM-B	A	2.00	2.00	8.00	

GPA	Credits Attempted	Credits Earned	Quality Points
		31.00	
Total Cumulative Credits:		31.00	
UOPX Cumulative:	3.77	31.00	116.92
MSN Program GPA:			3.77

UNIVERSITY OF PHOENIX DEGREES, CERTIFICATES

MASTER OF SCIENCE IN NURSING: COMPLETED 05/10/2005, CONFERRED 05/2005

*****End of Transcript*****

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND

A RAISED SEAL IS NOT REQUIRED

This officially sealed and signed transcript is printed on blue SCRIP-SAFE security paper with the name of the university printed in white type across the face of the document. When photocopied, the name of the institution appears on one line and the word "COPY" appears on the next. A BLACK OR WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

Audra McQuarie, Registrar



THE NAME OF THE UNIVERSITY APPEARS ACROSS THE FACE OF THIS DOCUMENT

A TRANSCRIPT GUIDE IS PRINTED ON REVERSE SIDE

A BLACK AND WHITE COPY IS NOT OFFICIAL



UNIVERSITY OF PHOENIX

Registrar's Office / Phone: 1-800-866-3919 / Fax: 480-643-1041

Transcript Key

General Information

The University of Phoenix is a private University founded in 1976. The University offers degree, certificate and other programs for working adults. Courses are taken at various campus locations throughout the world.

Axis College of University of Phoenix began operations April 2006 and offers Associate of Arts degrees.

All grades and University transcripts are issued by the Registrar's Office in Phoenix, Arizona.

Accreditation

The University of Phoenix is accredited by The Higher Learning Commission of the North Central Association (HLC). The Associate of Arts in Business, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management, and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Master of Counseling/Community Counseling program offered in Phoenix and Tucson, Arizona, and the Master of Counseling/Mental Health Counseling program offered in Utah are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Arts in Education program with options in Elementary, Teacher Education and Secondary Teacher Education is preaccredited by the Teacher Education Accreditation Council (TEAC).

The Higher Learning Commission of The North Central Association.

50 North LaSalle St., Suite 2400
Chicago, IL 60602-2594
(800) 621-7140

www.hlc-higherlearningcommission.org

Association of Collegiate Business Schools and Programs

707 College Blvd Suite 420
Overland Park, KS 66211

(913) 339-0335

www.acbsp.org

Commission on Collegiate Nursing Education

One Dupont Circle, NW

Washington, DC 20036-1170

(202) 887-6794

www.ccn.edu

CACREP

3929 Stevenson Ave

Alexandria, VA 22304

(703) 823-9500 Fax: 703

<http://www.cacrep.org>

Teacher Education Accreditation Council

One Dupont Circle, Suite 320

Washington, DC 20036-0110

www.teac.org/

Transcript Policies

Transcripts are issued only with authorization from the student, unless requested by lawful court order.

Credit and Calendar

All credits awarded are semester credits. The University of Phoenix offers concentrated courses on a continuous year-round basis.

Certification of Official Transcripts

All official transcripts carry the Registrar signature in white with a blue background and include the college name printed across the face of this document. A raised seal is not required.

Course Numbering System

100-299	Freshman and Sophomore level
300-499	Junior and Senior level
500-599	Graduate level
600-699	Professional Courses; applicable to undergraduate or graduate degree programs.
700-799	Doctorate level

Courses identified by numbers 299 and 399 indicate Prior Learning Assessment credit as represented by specific national accrediting bodies' transcripts, diplomas, certificates, standardized credit recommended by PONSI, and evaluation of professional training courses and experiential learning essays.

Course titles ending with (AXLA) are courses designed for Axis College of University of Phoenix.

Spanish MBA students must be proficient in Spanish in order to participate in class and complete required assignments.

Grading System

September 1, 2007 - Present

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D	1.33
B	3.00	D-	1.00
B-	2.67	F	.67
C+	2.33	F	.00

Prior to September 1, 2007:

A	4.00	C	1.66
A-	3.66	D+	1.33
B+	3.33	D	1.00
B	3.00	D-	.66
B-	2.66	F	.00
C+	2.33	F	.00
C	2.00	I/F	.00

Grade point average is calculated by dividing the number of quality points by the number of units attempted.

Grades Not Calculated in GPA

I - Incomplete: Student granted extension to complete assignments.

IP - In Progress: Student is in the process of completing a course. (Limited use.)

IN - In Progress: Student granted extension. (Limited Use)

NC - No Credit: Student withdrew from the course; no grade was issued. Grades issued prior to May 1991.

P - Passing: Student satisfactorily completed the course.

W - Withdrawal: Student withdrew from the course.

WC - Waived with Credit: University of Phoenix required course waived with credit.

WT - Withdrawal/Failing: Student withdrew from the course and was failing the course at the time of the withdrawal.

QC - No grade was issued. No credits awarded.

AU - Audit: Student audited the course. Audit grades do not apply towards degree requirements.

Certain courses require minimum grades to earn academic credit. Grades not meeting this standard are reflected as 0 credits earned on transcript.

Academic Standing

AD - Academic Disqualification: Student failed to achieve minimum grade point average.

SD - Scholastic Disqualification: Student did not meet minimum grade requirement for program.

SS - Scholastic Suspension: Student is suspended for a period of time.

RX - Expulsion: Student is expelled and not allowed to return to the University.

Repeats (R)

The course was repeated or an equivalent course has been completed. (Only the repeated course is calculated in the GPA.)

Release of Information

This record has been released according to provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Release of this record or disclosure of its contents to any third party without the consent of the student is prohibited by federal law. Possession of this record requires compliance with FERPA.

To verify authenticity, Translucent icons of a globe MUST appear when held toward a light source.
SCMP-SAFE Security Products, Inc. Cincinnati, OH • U.S. Patent 5,171,040

Ohio University

Print Date: 06/24/2009

Page: 1 of 3

ACADEMIC RECORD OF: SMITH-LEVINE, DIANE L WARD

DEBRA M. BENTON
UNIVERSITY REGISTRAR

BIRTHDAY (MM/DD): 03/20

PFX NUM COURSE TITLE HRS GR PTS CD PFX NUM COURSE TITLE HRS GR PTS CD

*****OHIO UNIVERSITY DEGREE(S) CONFERRED*****
DATE: JUNE 8, 2001
COLLEGE: COLLEGE OF HEALTH AND HUMAN SERVICES
DEGREE: MASTER OF HEALTH ADMINISTRATION (MHA)
PROGRAM(S): ACUTE CARE ADMINISTRATION MAJOR
ACCUM GPA: 3.4630

DATE: JUNE 11, 1994
COLLEGE: COLLEGE OF HEALTH AND HUMAN SERVICES
DEGREE: BACHELOR OF SCIENCE IN NURSING (BSN)
PROGRAM(S): BACCALAUREATE NURSING MAJOR
ACCUM GPA: 3.1574
HONOR: CUM LAUDE
GRAD RANK: 1033 IN TOTAL OF 1991

***** U N D E R G R A D U A T E *****

CREDIT TRANSFERRED: ACT PEP NURSING
(1) TRANSFER TOTAL: HRS E 36.0

FALL QUARTER 1979-80 (09/10/1979 - 11/21/1979)
CHEM 121 PRIN OF CHEM I 4.0 C 8.00
INCO 103 PUBLIC SPEAKING 4.0 B 12.00
ZOO 101 PRIN OF BIOLOGY 5.0 C 10.00
TERM: HRS A 13.0 | HRS E 13.0 | GP 30.000 | GPA 2.307

WINTER QUARTER 1979-80 (01/03/1980 - 03/15/1980)
CHEM 123 PRIN OF CHEM III 4.0 C 8.00
HEFN 128 INTROD TO NUTRITION 4.0 B+ 13.32
ZOO 301 HUMAN ANATOMY 6.0 B- 16.02
TERM: HRS A 14.0 | HRS E 14.0 | GP 37.340 | GPA 2.667

SPRING QUARTER 1979-80 (03/25/1980 - 06/07/1980)
MICR 310 ELEM MICROBIOLOGY 4.0 C 8.00
PSY 101 GENERAL PSY 5.0 C+ 11.65
ZOO 345 HUMAN PHYSIOLOGY 4.0 C 8.00
ZOO 382 TOPICS IN ZOOLOGY 1.0 C 2.00
TERM: HRS A 14.0 | HRS E 14.0 | GP 29.650 | GPA 2.117

SUMMER QUARTER 1979-80 (06/16/1980 - 08/23/1980)
SOC 101 INTRO TO SOCIOLOGY 5.0 C+ 11.65
TERM: HRS A 5.0 | HRS E 5.0 | GP 11.650 | GPA 2.330
FALL QUARTER 1980-81 (09/09/1980 - 11/22/1980)
PSY 173 CHILD ADOLESC PSY 5.0 B 15.00
TERM: HRS A 5.0 | HRS E 5.0 | GP 15.000 | GPA 3.000
WINTER QUARTER 1980-81 (01/06/1981 - 03/21/1981)
ENG 305 TECHNICAL WRITING 4.0 B 12.00
TERM: HRS A 4.0 | HRS E 4.0 | GP 12.000 | GPA 3.000
SPRING QUARTER 1980-81 (03/31/1981 - 06/13/1981)
EDGS 410 HUMAN RELATIONS 3.0 A- 11.01
TERM: HRS A 3.0 | HRS E 3.0 | GP 11.010 | GPA 3.670
FALL QUARTER 1981-82 (09/14/1981 - 11/25/1981)
SOC 220 INTRO TO THE FAMILY 4.0 C 8.00
TERM: HRS A 4.0 | HRS E 4.0 | GP 8.000 | GPA 2.000
WINTER QUARTER 1989-90 (01/04/1990 - 03/17/1990)
PSY 121 ELEM STAT BEHAV SCI 5.0 B- 13.35
TERM: HRS A 5.0 | HRS E 5.0 | GP 13.350 | GPA 2.670
FALL QUARTER 1992-93 (09/14/1992 - 11/25/1992)
HSS 378 SIGN LANGUAGE 3.0 A 12.00
NBSP 295 BACCALAU NURS EDU 1.0 CR 0.00

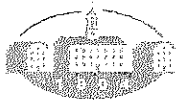
(CONTINUED ON NEXT PAGE)

ISSUED TO: DIANE SMITH LEVINE
7428 STATE ROUTE 772
PIKETON OH 45661

To be valid, this POSTALBOXTM field must display address and colored background.

IN ACCORDANCE WITH USC 438 (6) (4) (B) (THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974) YOU ARE HEREBY NOTIFIED THAT THIS INFORMATION IS PROVIDED UPON THE CONDITION THAT YOU, YOUR AGENTS OR EMPLOYEES, WILL NOT PERMIT ANY OTHER PARTY ACCESS TO THIS RECORD WITHOUT CONSENT OF THE STUDENT. ALTERATION OF THIS TRANSCRIPT MAY BE A CRIMINAL OFFENSE. THIS TRANSCRIPT FORM IS PRINTED IN GREEN.

THE NAME OF THE UNIVERSITY APPEARS IN WHITE ACROSS THE FACE OF THIS RECORD



OHIO UNIVERSITY

Office of the University Registrar
Athens OH 45701-2979
Telephone: 740.593.4200

FICE No. 003100 CEEB No. 1593 ACT No. 3314

Regional Campuses: Chillicothe, Eastern (in St. Clairsville); Lancaster, Southern (in Ironton), and Zanesville.
Ohio University was founded in 1804, making it the first institution of higher learning in the Old Northwest Territory.

ACADEMIC CALENDAR - QUARTER SYSTEM

The academic calendar is divided into four quarters: Fall, Winter, Spring, and Summer, each consisting of ten weeks of instruction and one week of final exams with the exception of Summer when exams are held on the last day of instruction. The Summer Quarter also includes two five-week sessions. Prior to Fall 1967-68, Ohio University operated on the semester system consisting of 15 weeks of instruction and one week of exams.

ACCREDITATION

The University is fully accredited by the North Central Association of Colleges and Schools at the associate's, bachelor's, master's and doctoral levels. The College of Osteopathic Medicine has accreditation from the Bureau of Professional Education of the American Osteopathic Association. In addition, numerous departments, colleges, and schools hold individual accreditation. Ohio University is designated a "Doctoral/Research University - Extensive" by the Carnegie Foundation for the Advancement of Teaching.

CREDIT

Course credit is designated in quarter hours for all terms, including hours displayed in semester terms. One quarter hour is the equivalent of one recitation or two laboratory periods per week throughout the quarter.

GRADUATION WITH HONOR

Only baccalaureate students are eligible to graduate with honor. If year of entry is 1994-95 or earlier and graduation occurred by August 1999, prior policy applied. If year of entry is 1994-95 or earlier and graduation occurred on or after November 1999, current policy applied. If entry term is Fall 1995-96 or later, then current policy applies regardless of graduation year.

Current Policy	Summa Cum Laude	3.900-4.000
	Magna Cum Laude	3.750-3.899
	Cum Laude	3.500-3.749
Prior Policy	Summa Cum Laude	3.500-4.000
	Cum Laude	3.000-3.499

GRADUATION RANK

Baccalaureate graduates are ranked by their accumulative grade point averages at the end of their graduation quarter. Rank is indicated by both an individual number, with "1" representing first (highest) rank and the second number representing the number of University baccalaureate graduates for that quarter. Prior to Fall 1992-93 totals included graduates for the entire academic year.

STUDENT ACADEMIC STATUS

The student is eligible to return unless otherwise noted. Academically dismissed undergraduate students may petition for reinstatement under certain conditions. Graduate students are not academically dismissed although they may be denied permission to continue enrollment in certain programs. Disciplinary expulsion, which can apply both to graduate and undergraduate students, prohibits the student from ever attending Ohio University and from being present without permission on the Athens or any regional campus of Ohio University. Undergraduate students who earn 15 or more hours in a quarter, of which at least 12 hours are attempted for grade points, with a minimum term grade point average (GPA) of 3.5 are noted as "Dean's List". Prior to Fall 2005-2006 the minimum GPA for "Dean's List" was 3.5.

GRADING SYSTEM

Four Point Grading System (since 1941-42) [plus/minus system added 1973-74]

GRADES CALCULATED IN GPA:

Grade	Point Value	Grade	Point Value	Grade	Point Value
A	4.00	F	2.00	F	0.00
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

I* 0.00 Administrative incomplete
Calculated as 'F'. Student either did not attend or stopped attending without officially withdrawing, prior to Fall 1998-99.

FN 0.00 Failure Never Attended
Calculated as 'F'. Student never attended but did not officially withdraw.

FS 0.00 Failure Stopped Attending
Calculated as 'F'. Student stopped attending but did not officially withdraw.

Grade Point Average (GPA) is determined by dividing the total Ohio University grade points by the total credit hours attempted. Hours attempted refers to the total credit hours for all courses in which the student earns the grades of A-F, FN, FS, and I* listed above. Prior to 1971-72 transfer work affected the GPA.

CREDIT ONLY - INCLUDED IN HOURS EARNED BUT NOT CALCULATED IN GPA:

CR Credit Credit without grade points.
P Pass Under student Pass/Fail Option, conversion of 'A' through 'D' grades, without grade points, for undergraduate level only. Same value as 'CR' grade.
S Satisfactory Same value as 'CR' grade

NO CREDIT - NOT INCLUDED IN HOURS EARNED AND NOT CALCULATED IN GPA:

AU Audit Non-credit formal course participation/observation.
I Incomplete Incomplete coursework. Students have six weeks into the next quarter enrolled or two years from the end of quarter in which grade was given, whichever comes first, before 'I' is changed to 'F'. 'I' automatically reverts to 'F' upon graduation. Prior to Fall 1973-74 'I' was calculated as 'F' (0.00 points) in GPA. Students who entered prior to Fall 2006-2007 may have an 'I' in perpetuity.
NC No Credit Conversion of freshman 'D', 'I', and 'F' grades from Summer 1969-70 through Summer 1976-77 under ABC Grading System option. Also replaces all F grades under Segmented Transcript Policy (begin Fall 1985-86) and in the Ohio Program of Intensive English (OPIE). See "S... Segmented Course" under CREDIT CODE SYMBOLS.

NR No Report Grade not reported by instructor of record.
PR Progress Coursework in progress by student.
W Withdrawal Officially dropped class or withdrew from University.
WF Withdrawal Failing Officially dropped class or withdrew from University and was failing. Prior to Fall 1973-74 'WF' calculated as an 'F' (0.00 points) in GPA.
WP Withdrawal Passing Officially dropped class or withdrew from University and was passing.

OHIO REGENTS GENERAL EDUCATION TRANSFER MODULE

Completion of module is noted at the end of transcript under "Special Notation(s)."

COURSE NUMBERS

Course numbers indicate the student levels for which the courses are primarily intended.

Current:
001-099 ... Non-Credit
100-299 ... Undergraduate General
300-499 ... Undergraduate Advanced or Specialized
500-599 ... Graduate - Master's
600-999 ... Graduate - Master's; Professional - Medical
700-899 ... Graduate - Post Master's/Doctoral; Professional - Medical

Prior to Fall 1968-69:
001-099 ... Freshman
100-199 ... Undergraduate Above Freshman
200-299 ... Advanced Undergraduate (Junior/Senior)
300-399 ... Advanced Undergraduate and Graduate
400-499 ... Exclusively Graduate
500-599 ... Exclusively Post Master's/Doctoral

SYMBOLS AND ABBREVIATIONS

TRANSCRIPT ABBREVIATIONS

CD	Credit Code†	HRS E	Hours Earned
PRF	Course Prefix	NUM	Course Number
CR	Grade	PTS	Grade Points
HRS	Course Hours	GP	Grade Points
HRS A	Hours Attempted		

†CREDIT CODE SYMBOLS (located in the "CD" column)

- * asterisk Credit has been denied for this student based on prerequisites or duplication by other courses. Credit not applied toward graduation; grade not calculated in GPA.
- C... Correspondence Independent Study Course by Correspondence
- D... 'D' Delete 'D' grade deleted under ABC Grading System option for freshman level, Summer 1969-70 through Summer 1976-77. NC grade applied Independent Study Course Credit by Exam Independent Study Project
- E... Examination
- P... Project
- R... Retaking (replacement) Course This course was taken previously but only this (last) occurrence is calculated in accumulative GPA using grade points and hours attempted from this term only.
- S... Segmented Course Grade points and hours attempted temporarily removed until graduation for approved students who re-enroll after absence of four or more years and opt to use Segmented Transcript Policy. Original points are used to determine graduation eligibility and rank and are restored to the transcript upon graduation.
- W... Web Independent Study Course offered via World Wide Web
- X... Experiential Learning Credit for regular University courses based on portfolio documentation of prior learning assessed by faculty.

OFFICIAL TRANSCRIPT SECURITY VALIDATION

TO TEST FOR AUTHENTICITY: Transcribed globe image (left) is visible from both sides when held toward a light source. The face of the transcript is printed on green SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the globe. Document and globe not visible through glass. The white signature of the University Registrar is imprinted over the official Ohio University seal and must align or coincide when photographed.

ADDITIONAL TESTS: When photographed, a latent security statement reading "OHIO UNIVERSITY" and the words COPY COPY COPY appear over the face of the globe. A valid transcript must display each of these security features. When this paper is touched by fresh liquid moisture, an authentic document will stain below. Faintness and phosphenes are indicators. If the transcript is hand delivered, it should be in a validated or Ohio University security envelope. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. For verification, call (740) 593-6200 or FAX transcript to (740) 593-4141. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE.

OFFICER: SCRIP-SAFE® Security Products, Inc. Cincinnati OH 45215-1710-046

ACADEMIC RECORD OF: SMITH-LEVINE, DIANE L WARD

DEBRA M. BENTON
UNIVERSITY REGISTRAR

BIRTHDAY (MM/DD): 03/20

PFX NUM	COURSE TITLE	HRS	GR	PTS	CD	PFX NUM	COURSE TITLE	HRS	GR	PTS	CD	
NBSP 300	TRANSITIONS:NURS	5.0	A	20.00		TERM: HRS A	16.0	HRS E	16.0	GP	57.360	GPA 3.585
SOC 329	MINORITY RELATIONS	4.0	B	12.00		ACCUM: HRS A	155.0	HRS E	192.0	GP	489.410	GPA 3.157
TERM: HRS A	12.0	HRS E	13.0	GP	44.000	GPA 3.666						
WINTER QUARTER 1992-93 (01/05/1993 - 03/20/1993)												
NBSP 310	HLTH APPRAISAL I	5.0	B-	13.35		**** BSN DEGREE CONFERRED ****						
NBSP 360	MGMT ISSUES NURS	5.0	A-	18.35		***** G R A D U A T E *****						
TERM: HRS A	10.0	HRS E	10.0	GP	31.700	GPA 3.170	WINTER QUARTER 1997-98 (01/05/1998 - 03/21/1998)					
MGT 500 MANAGEMENT 4.0 A- 14.68												
PSY 520 ELEMENTARY STATIST 5.0 B 15.00												
TERM: HRS A 9.0 HRS E 9.0 GP 29.680 GPA 3.297												
SPRING QUARTER 1992-93 (03/30/1993 - 06/12/1993)												
NBSP 320	HLTH APPRAISAL II	5.0	A-	18.35		SPRING QUARTER 1997-98 (03/30/1998 - 06/15/1998)						
NBSP 330	FAMILY NURSING	5.0	A	20.00		ACCT 501 ACCT PRINCIPLES	4.0	C	8.00			
NBSP 435	LEGALÐ ISSUES	5.0	A	20.00		HLTH 608 HEALTH POLICY	4.0	A-	14.68			
TERM: HRS A	15.0	HRS E	15.0	GP	58.350	GPA 3.890	TERM: HRS A 8.0 HRS E 8.0 GP 22.680 GPA 2.835					
SUMMER QUARTER 1992-93 (06/14/1993 - 08/21/1993)												
1ST SUMMER TERM												
NBSP 340	COMM HLTH NURSING	5.0	A	20.00		FALL QUARTER 1998-99 (09/08/1998 - 11/25/1998)						
TERM: HRS A	5.0	HRS E	5.0	GP	20.000	GPA 4.000	HLTH 603 ADM OF HLTH ORGANIZATION 4.0 B+ 13.32					
FALL QUARTER 1993-94 (09/09/1993 - 11/24/1993)												
NBSP 405	RES:CRITIQUE&METH	5.0	B+	16.65		TERM: HRS A 4.0 HRS E 4.0 GP 13.320 GPA 3.330						
NBSP 415	RESTORATIVE NURS	5.0	A	20.00		WINTER QUARTER 1998-99 (01/04/1999 - 03/20/1999)						
NBSP 490	INDEPENDENT STUDY	5.0	A	20.00		HLTH 622 HEALTH CARE REIMBURSEMENT	4.0	A	16.00			
TERM: HRS A	15.0	HRS E	15.0	GP	56.650	GPA 3.776	HLTH 623 MGT ACUTE CARE	4.0	A-	14.68		
WINTER QUARTER 1993-94 (01/03/1994 - 03/19/1994)												
NBSP 425	CLIN APP/NURSING	5.0	A	20.00		TERM: HRS A 8.0 HRS E 8.0 GP 30.680 GPA 3.835						
NBSP 445	STRATEGIC PLAN	5.0	A-	18.35		(C O N T I N U E D O N N E X T P A G E)						
NBSP 455	EXCELLENC IN NURS	5.0	B	15.00								
TERM: HRS A	15.0	HRS E	15.0	GP	53.350	GPA 3.556						
SPRING QUARTER 1993-94 (03/28/1994 - 06/11/1994)												
C A 117	INTRO TO FINE ARTS	4.0	A-	14.68								
INCO 205	TECHNIQUES GROUP DISCUSSN	4.0	A	16.00								
PSY 336	SOCIAL PSYCHOLOGY	4.0	B	12.00								
THAR 472	FORMS OF DRAMA	4.0	A-	14.68								

**** DEAN'S LIST ****

ISSUED TO: DIANE SMITH LEVINE
7428 STATE ROUTE 772
PIKETON OH 45661

To be valid, this POSTALBOX™ field must display address and colored background.

IN ACCORDANCE WITH USC 438 (6) (4) (B) (THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974) YOU ARE HEREBY NOTIFIED THAT THIS INFORMATION IS PROVIDED UPON THE CONDITION THAT YOU, YOUR AGENTS OR EMPLOYEES, WILL NOT PERMIT ANY OTHER PARTY ACCESS TO THIS RECORD WITHOUT CONSENT OF THE STUDENT. ALTERATION OF THIS TRANSCRIPT MAY BE A CRIMINAL OFFENSE. THIS TRANSCRIPT FORM IS PRINTED IN GREEN.

THE NAME OF THE UNIVERSITY APPEARS IN WHITE ACROSS THE FACE OF THIS RECORD



OHIO UNIVERSITY

Office of the University Registrar
Athens OH 45701-2979
Telephone: 740.599.4200

FICE No. 003100, CEEB No. 1553, ACT No. 3314

Regional Campuses: Chillicothe, Eastern (in St. Clairsville), Lancaster, Southern (in Ironton), and Zanesville. Ohio University was founded in 1804, making it the first institution of higher learning in the Old Northwest Territory.

ACADEMIC CALENDAR - QUARTER SYSTEM

The academic calendar is divided into four quarters: Fall, Winter, Spring and Summer, each consisting of ten weeks of instruction and one week of final exams with the exception of Summer when exams are held on the last day of instruction. The Summer Quarter also includes two five-week sessions. Prior to Fall 1967-68, Ohio University operated on the semester system consisting of 15 weeks of instruction and one week of exams.

ACCREDITATION

The University is fully accredited by the North Central Association of Colleges and Schools at the associate's, bachelor's, master's, and doctoral levels. The College of Osteopathic Medicine has accreditation from the Bureau of Professional Education of the American Osteopathic Association. In addition, numerous departments, colleges, and schools hold individual accreditation. Ohio University is designated a "Doctoral/Research University - Extensive" by the Carnegie Foundation for the Advancement of Teaching.

CREDIT

Courses credit is designated in quarter hours for all terms, including hours displayed in semester terms. One quarter hour is the equivalent of one recitation or two laboratory periods per week throughout the quarter.

GRADUATION WITH HONOR

Only baccalaureate students are eligible to graduate with honor. If year of entry is 1964-95 or earlier and graduation occurred by August 1998, prior policy applied. If year of entry is 1994-95 or earlier and graduation occurred on or after November 1999, current policy applied. If entry term is Fall 1995-96 or later, then current policy applies regardless of graduation year.

Current Policy	Summa Cum Laude	3.900-4.000
	Magna Cum Laude	3.750-3.899
	Cum Laude	3.500-3.749
Prior Policy	Summa Cum Laude	3.500-4.000
	Cum Laude	3.000-3.499

GRADUATION RANK

Baccalaureate graduates are ranked by their accumulative grade point average at the end of their graduation quarter. Rank is indicated by both an individual number with "1" representing first (highest) rank and the second number representing the number of University baccalaureate graduates for that quarter. Prior to Fall 1992-93 totals included graduates for the entire academic year.

STUDENT ACADEMIC STATUS

The student is eligible to return unless otherwise noted. Academically dismissed undergraduate students may petition for reinstatement under certain conditions. Graduate students are not academically dismissed although they may be denied permission to continue enrollment in certain programs. Disciplinary expulsion, which can apply both to graduate and undergraduate students, prohibits the student from ever attending Ohio University and from being present without permission on the Athens or any regional campus of Ohio University. Undergraduate students who earn 75 or more hours in a quarter, of which at least 12 hours are attempted for grade points, with a minimum term grade point average (GPA) of 3.5 are noted as "Dean's List." Prior to Fall 2005-2006 the minimum GPA for "Dean's List" was 3.3.

GRADING SYSTEM

Four Point Grading System (since 1941-42) [plus/minus system added 1973-74]

GRADES CALCULATED IN GPA:

Grade	Point Value	Grade	Point Value	Grade	Point Value
A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

I 0.00 Administrative Incomplete
Calculated as 'F.' Student either did not attend or stopped attending without officially withdrawing, prior to Fall 1998-99.

FN 0.00 Failure Never Attended
Calculated as 'F.' Student never attended but did not officially withdraw.

FS 0.00 Failure Stopped Attending
Calculated as 'F.' Student stopped attending but did not officially withdraw.

Grade Point Average (GPA) is determined by dividing the total Ohio University grade points by the total credit hours attempted. Hours attempted refers to the total credit hours for all courses in which the student earns the grades of A-F, FN, FS, and I listed above. Prior to 1971-72 transfer work affected the GPA.

CREDIT ONLY - INCLUDED IN HOURS EARNED BUT NOT CALCULATED IN GPA:

CR Credit Credit without grade points.
P Pass Under student Pass/Fail Option, conversion of 'A' through 'D-' grades, without grade points, for undergraduate level only. Same value as 'CR' grade.
S Satisfactory Same value as 'CR' grade.

NO CREDIT - NOT INCLUDED IN HOURS EARNED AND NOT CALCULATED IN GPA:

AU Audit Non-credit formal course participation/observation.
I Incomplete Incomplete coursework. Students have six weeks into the next quarter enrolled or two years from the end of quarter in which grade was given, whichever comes first, before 'I' is changed to 'F.' 'I' automatically reverts to 'F' upon graduation. Prior to Fall 1973-74 'I' was calculated as 'F' (0.00 points) in GPA. Students who entered prior to Fall 2006-2007 may have an 'I' in perpetuity.
NC No Credit Conversion of freshman 'D', 'I', and 'F' grades from Summer 1969-70 through Summer 1976-77 under ABC Grading System option. Also replaces all F grades under Segmented Transcript Policy (begin Fall 1985-86) and in the Ohio Program of Intensive English (OPIE). See "S... Segmented Course" under CREDIT CODE SYMBOLS.

NR No Report Grade not reported by instructor of record.
PR Progress Coursework in progress by student.
W Withdrawal Officially dropped class or withdraw from University.
WF Withdrawal Failing Officially dropped class or withdrew from University and was failing. Prior to Fall 1973-74 'WF' calculated as an 'F' (0.00 points) in GPA.
WSP Withdrawal Passing Officially dropped class or withdrew from University and was passing.

OHIO REGENTS GENERAL EDUCATION TRANSFER MODULE

Completion of module is noted at the end of transcript under "Special Notation(s)."

COURSE NUMBERS

Course numbers indicate the student levels for which the courses are primarily intended.

Current:
001-099 Non-Credit
100-299 Undergraduate General
300-499 Undergraduate Advanced or Specialized
500-699 Graduate - Master's
600-699 Graduate -- Master's; Professional - Medical
700-899 Graduate - Post Master's/Doctoral; Professional - Medical

Prior to Fall 1965-69:
001-099 Freshman
100-199 Undergraduate Above Freshman
200-299 Advanced Undergraduate (Junior-Senior)
300-399 Advanced Undergraduate and Graduate
400-499 Exclusively Graduate
500-599 Exclusively Post Master's/Doctoral

SYMBOLS AND ABBREVIATIONS

TRANSCRIPT ABBREVIATIONS

CD	Credit Code†	HRS E	Hours Earned
PFX	Course Prefix	NUM	Course Number
GR	Grade	PTS	Grade Points
HRS	Course Hours	GP	Grade Points
HRS A	Hours Attempted		

†CREDIT CODE SYMBOLS (located in the "CD" column)

... asterisk Credit has been denied for this student based on prerequisites or duplication by other courses. Credit not applied toward graduation; grade not calculated in GPA.
C... Correspondence Independent Study Course by Correspondence
D... Deleted 'D' grade deleted under ABC Grading System option for freshman level, Summer 1969-70 through Summer 1976-77. NC grade applied.
E... Examination Independent Study Course Credit by Exam
P... Project Independent Study Project
R... Retaking (replacement) Course This course was taken previously but only this (last) occurrence is calculated in accumulative GPA using grade points and hours attempted from this term only.
S... Segmented Course Grade points and hours attempted temporarily removed until graduation for approved students who re-enroll after absence of four or more years and opt to use Segmented Transcript Policy. Original points are used to determine graduation eligibility and rank and are restored to the transcript upon graduation.
W... Web Independent Study Course offered via World Wide Web
X... Experiential Learning Credit for regular University courses based on portfolio documentation of prior learning assessed by faculty.

SPECIAL TRANSCRIPT SECURITY VALIDATION

TO TEST FOR AUTHENTICITY: Transmittal globe icons **MUST** be visible from both sides when held toward a light source. The face of this transcript is printed on green GUPIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document and it does not require a contact seal. The white signature of the University Registrar is imposed over the official Ohio University seal and must be clear or disappear when photocopied.

ADDITIONAL TESTS: When photocopied a green security statement reading "OHIO UNIVERSITY" and the words COPY COPY COPY appear over the face of the entire document. A valid transcript must display each of these security features. When this paper is touched by fresh liquid (such as an authentic document will often occur). Fingerprint and photocopies are ineffective. If the transcript is hand delivered it should be in a validated or Ohio University security envelope. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. For verification call (740) 593-4200 or FAX transcript to (740) 593-4200. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

03/2004

GUPIP-SAFE® Security Products, Inc. Copyright © 2004 U.S. Patent 5,171,940

Ohio University

Print Date: 06/24/2009

Page: 3 of 3

ACADEMIC RECORD OF: SMITH-LEVINE, DIANE L WARD

DEBRA M. BENTON
UNIVERSITY REGISTRAR

BIRTHDAY (MM/DD): 03/20

PFX NUM	COURSE TITLE	HRS	GR	PTS	CD	PFX NUM	COURSE TITLE	HRS	GR	PTS	CD
SPRING QUARTER 1998-99 (03/29/1999 - 06/12/1999)											
HLTH 635	HR DEVEL&MGT IN HLTHCARE	4.0	B	12.00							
HLTH 692	COMPREHENSIVE HLTH PLAN	4.0	B+	13.32							
TERM:	HRS A	8.0	HRS E	8.0	GP	25.320	GPA	3.165			
SUMMER QUARTER 1998-99 (06/14/1999 - 08/21/1999)											
HLTH 612	MGT APP IN HEALTH CARE	4.0	A-	14.68							
2ND SUMMER TERM											
HLTH 620	BIOETHICS IN HEALTH CARE	4.0	A	16.00							
TERM:	HRS A	8.0	HRS E	8.0	GP	30.680	GPA	3.835			
FALL QUARTER 1999-00 (09/07/1999 - 11/24/1999)											
HLTH 698	PROG EVAL&ASMT HLTH CARE	5.0	A-	18.35							
TERM:	HRS A	5.0	HRS E	5.0	GP	18.350	GPA	3.670			
WINTER QUARTER 1999-00 (01/04/2000 - 03/18/2000)											
HLTH 630	EPIDEMIOLOGY IN HLTH PLAN	4.0	B+	13.32							
TERM:	HRS A	4.0	HRS E	4.0	GP	13.320	GPA	3.330			
SPRING QUARTER 1999-00 (03/27/2000 - 06/10/2000)											
HLTH 621	HEALTH CARE FINANCE	4.0	A-	14.68							
TERM:	HRS A	4.0	HRS E	4.0	GP	14.680	GPA	3.670			
SUMMER QUARTER 1999-00 (06/12/2000 - 08/19/2000)											
1ST SUMMER TERM											
HLTH 691	SEMINAR	4.0	A	16.00							
TERM:	HRS A	4.0	HRS E	4.0	GP	16.000	GPA	4.000			
FALL QUARTER 2000-01 (09/05/2000 - 11/22/2000)											
HLTH 699	ADMINISTRATIVE INTERNSHIP	6.0	CR	0.00							
HLTH 699	ADMINISTRATIVE INTERNSHIP	6.0	CR	0.00							
TERM:	HRS A	0.0	HRS E	12.0	GP	0.000	GPA	0.000			
ACCUM:	HRS A	62.0	HRS E	74.0	GP	214.710	GPA	3.463			

**** MHA DEGREE CONFERRED ****

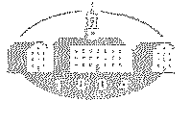
***** E N D O F T R A N S C R I P T *****

ISSUED TO: DIANE SMITH LEVINE
7428 STATE ROUTE 772
PIKETON OH 45661

To be valid, this POSTALBOX™ field must display address and colored background.

IN ACCORDANCE WITH USC 438 (6) (4) (B) (THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974) YOU ARE HEREBY NOTIFIED THAT THIS INFORMATION IS PROVIDED UNDER THE CONDITION THAT YOU, YOUR AGENTS OR EMPLOYEES, WILL NOT PERMIT ANY OTHER PARTY ACCESS TO THIS RECORD WITHOUT CONSENT OF THE STUDENT. ALTERATION OF THIS TRANSCRIPT MAY BE A CRIMINAL OFFENSE. THIS TRANSCRIPT FORM IS PRINTED IN GREEN.

THE NAME OF THE UNIVERSITY APPEARS IN WHITE ACROSS THE FACE OF THIS RECORD



OHIO UNIVERSITY

Office of the University Registrar
Athens OH 45701-2979
Telephone: 740.593.4200

FICE No. 003100, CEEB No. 1893, ACT No. 3314

Regional Campuses: Chillicothe, Eastern (in St. Clairsville), Lancaster, Southern (in fronton), and Zanesville.
Ohio University was founded in 1804, making it the first institution of higher learning in the Old Northwest Territory.

ACADEMIC CALENDAR - QUARTER SYSTEM

The academic calendar is divided into four quarters: Fall, Winter, Spring, and Summer, each consisting of ten weeks of instruction and one week of final exams with the exception of Summer when exams are held on the last day of instruction. The Summer Quarter also includes two five-week sessions. Prior to Fall 1967-68, Ohio University operated on the semester system consisting of 15 weeks of instruction and one week of exams.

ACCREDITATION

The University is fully accredited by the North Central Association of Colleges and Schools at the associate's, bachelor's, master's, and doctoral levels. The College of Osteopathic Medicine has accreditation from the Bureau of Professional Education of the American Osteopathic Association. In addition, numerous departments, colleges, and schools hold individual accreditation. Ohio University is designated a "Doctoral/Research University - Extensive" by the Carnegie Foundation for the Advancement of Teaching.

CREDIT

Course credit is designated in quarter hours for all terms, including hours displayed in semester terms. One quarter hour is the equivalent of one recitation or two laboratory periods per week throughout the quarter.

GRADUATION WITH HONOR

Only baccalaureate students are eligible to graduate with honor. If year of entry is 1994-95 or earlier and graduation occurred by August 1999, prior policy applied. If year of entry is 1994-95 or earlier and graduation occurred on or after November 1999, current policy applied. If entry term is Fall 1995-98 or later, then current policy applies regardless of graduation year.

Current Policy	Summa Cum Laude	3.900-4.000
	Magna Cum Laude	3.750-3.899
	Cum Laude	3.500-3.749
Prior Policy	Summa Cum Laude	3.500-4.000
	Cum Laude	3.000-3.499

GRADUATION RANK

Baccalaureate graduates are ranked by their accumulative grade point averages at the end of their graduation quarter. Rank is indicated by both an individual number, with "1" representing first (highest) rank and the second number representing the number of University baccalaureate graduates for that quarter. Prior to Fall 1992-93 totals included graduates for the entire academic year.

STUDENT ACADEMIC STATUS

The student is eligible to return unless otherwise noted. Academically dismissed undergraduate students may petition for reinstatement under certain conditions. Graduate students are not academically dismissed although they may be denied permission to continue enrollment in certain programs. Disciplinary expulsion, which can apply both to graduate and undergraduate students, prohibits the student from ever attending Ohio University and from being present without permission on the Athens or any regional campus of Ohio University. Undergraduate students who earn 16 or more hours in a quarter, of which at least 12 hours are attempted for grade points, with a minimum term grade point average (GPA) of 3.0 are noted as "Dean's List." Prior to Fall 2005-2006 the minimum GPA for Dean's List was 3.5.

GRADING SYSTEM

Four Point Grading System (since 1941-42) [plus/minus system added 1973-74]

GRADES CALCULATED IN GPA:

Grade	Point Value	Grade	Point Value	Grade	Point Value
A	4.00	B-	2.67	D+	1.67
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

I 0.00 Administrative Incomplete
Calculated as 'F'. Student either did not attend or stopped attending without officially withdrawing, prior to Fall 1996-99.

FN 0.00 Failure Never Attended
Calculated as 'F'. Student never attended but did not officially withdraw.

FS 0.00 Failure Stopped Attending
Calculated as 'F'. Student stopped attending but did not officially withdraw.

Grade Point Average (GPA) is determined by dividing the total Ohio University grade points by the total credit hours attempted. Hours attempted refers to the total credit hours for all courses in which the student earns the grades of A-F, FN, FS, and I listed above. Prior to 1971-72 transfer work affected the GPA.

CREDIT ONLY - INCLUDED IN HOURS EARNED BUT NOT CALCULATED IN GPA:

CR Credit
P Pass
S Satisfactory

Credit without grade points. Under student Pass/Fail Option, conversion of 'A' through 'D-' grades, without grade points, for undergraduate level only. Same value as 'CR' grade.
Same value as 'CR' grade.

NO CREDIT - NOT INCLUDED IN HOURS EARNED AND NOT CALCULATED IN GPA:

AU Audit
I Incomplete
NC No Credit

Non-credit formal course participation/observation.
Incompletes coursework. Students have six weeks into the next quarter enrolled or two years from the end of quarter in which grade was given, whichever comes first, before I is changed to F. I automatically reverts to F upon graduation. Prior to Fall 1973-74 I was calculated as 'F' (0.00 points) in GPA. Students who entered prior to Fall 2006-2007 may have an I in perpetuity.
Conversion of freshman 'D', 'I', and 'F' grades from Summer 1969-70 through Summer 1976-77 under ABC Grading System option. Also replaces all F grades under Segmented Transcript Policy (began Fall 1985-86) and in the Ohio Program of Intensive English (OPIE). See "S.. Segmented Course" under CREDIT CODE SYMBOLS.

NR No Report
PR Progress
W Withdrawal
WF Withdrawal Failing
WP Withdrawal Passing

Grade not reported by instructor of record.
Coursework in progress by student.
Officially dropped class or withdrew from University.
Officially dropped class or withdrew from University and was failing. Prior to Fall 1973-74 'WF' calculated as an 'F' (0.00 points) in GPA.
Officially dropped class or withdrew from University and was passing.

OHIO REGENTS GENERAL EDUCATION TRANSFER MODULE

Completion of module is noted at the end of transcript under "Special Notation(s)."

COURSE NUMBERS

Course numbers indicate the student levels for which the courses are primarily intended.

Current:
001-099 Non-Credit
100-299 Undergraduate General
300-499 Undergraduate Advanced or Specialized
500-599 Graduate - Master's
600-699 Graduate - Master's; Professional - Medical
700-899 Graduate - Post Master's/Doctoral; Professional - Medical

Prior to Fall 1968-69:
001-099 Freshman
100-199 Undergraduate Above Freshman
200-299 Advanced Undergraduate (Junior/Senior)
300-399 Advanced Undergraduate and Graduate
400-499 Exclusively Graduate
500-599 Exclusively Post Master's/Doctoral

SYMBOLS AND ABBREVIATIONS

TRANSCRIPT ABBREVIATIONS

CD	Credit Code†	HRS E	Hours Earned
PF	Course Prefix	NUM	Course Number
GR	Grade	PTS	Grade Points
HRS	Course Hours	GP	Grade Points
HRS A	Hours Attempted		

†CREDIT CODE SYMBOLS (located in the "CD" column)

..... asterisk
Credit has been denied for this student based on prerequisites or duplication by other courses. Credit not applied toward graduation; grade not calculated in GPA.
C.. Correspondence
D.. 'D' Delete
E.. Examination
P.. Project
R.. Retaking (replacement) Course
S.. Segmented Course
W..... Web
X..... Experiential Learning

Independent Study Course by Correspondence
"B" grade deleted under ABC Grading System option for freshman level, Summer 1969-70 through Summer 1976-77. NC grade applied. Independent Study Course Credit by Exam
Independent Study Project
This course was taken previously but only this (last) occurrence is calculated in accumulative GPA using grade points and hours attempted from this term only.
Grade points and hours attempted temporarily removed until graduation for approved students who re-enroll after absence of four or more years and opt to use Segmented Transcript Policy. Original points are used to determine graduation eligibility and rank and are restored to the transcript upon graduation.
Independent Study Course offered via World Wide Web
Credit for regular University courses based on portfolio documentation of prior learning assessed by faculty

OFFICIAL TRANSCRIPT SECURITY VALIDATION

TO TEST FOR AUTHENTICITY: Transcript globe icons MUST be visible from both sides when held toward a light source. The face of this transcript is printed on green COPIE-SAFE paper with the name of the institution appearing in white type over the face of the entire document and it does not require a raised scroll. The white signature of the University Registrar is imprinted over the official Ohio University seal and most often will disappear when photocopied.

ADDITIONAL TESTS when photocopied: A latent security watermark reading "OHIO UNIVERSITY" and the words "COPY COPY COPY" appear over the face of the entire document. A valid transcript must display each of these security features. When the paper is touched by fresh liquid moisture, an authentic document will stain brown. Fakes and photocopies are unaffected. If the transcript is hand delivered, it should be in a validated or Ohio University security envelope. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. For verification call (740) 593-4300 or Fax transcript to (740) 593-4394. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

06/28/06

COPIE-SAFE Security Products Inc. Cincinnati, OH 45215 Phone 513.751.6340

Student Final Record

SCHOOL OF NURSING: Ho lzer Medical Center School of Nursing

ADDRESS: 514 First Avenue
(Number and street)
Gallipolis, Ohio 45 631
(City) (State) (Zip code)

Name of Student: Smith (Ward) Diane Lynn
(Last name) (First name) (Middle name)

Address: Route 4, Box 4 50
(Number and street)
Gallipolis, Ohio 45 631
(City) (State) (Zip code)

Date of Birth: March 0, 1961 Citizenship: U.S.

EDUCATION PRIOR TO ENTRANCE TO NURSING SCHOOL

HIGH SCHOOL(S)				
Name	Address	Years Attended	Year Graduated	Type Diploma Received
Gallia Academy High School	Gallipolis, Ohio	75-7 9	1979	
COLLEGE(S)				
Name	Address	Years Attended	Year Graduated	Degree or Credits

INSTITUTIONS AND AGENCIES USED FOR MAJOR LEARNING EXPERIENCES BY THE SCHOOL OF NURSING

Courses in the biological, physical, and behavioral sciences and in nursing are provided through cooperative arrangements with the following institutions and agencies.

	NAME	ADDRESS
For Classroom Instruction	<u>Ohio University</u>	<u>Athens, Ohio</u>
	<u>Athens Mental Health and Mental Retardation Center</u>	<u>Athens, Ohio</u>
For Clinical Laboratory Instruction	<u>Holzer Medical Center</u>	<u>Gallipolis, Ohio</u>

SUMMARY OF NURSING CURRICULUM

Length of Program: 33 months Date of Entry: 9/8/79 Date of Completion: 6/11/82

One (1) Credit = 1 hours of classroom instruction. Date of Withdrawal: _____

One (1) Credit = 2 hours of clinical laboratory instruction. Passing Grade of This School: C

Dates		Term of Semester	Semester Term etc. (Identify)	Course (List Chronologically)	Hours of Classroom Instruction	Hours of Clinical Laboratory	Total Credits	Final Grade	
From	To								
9/79	11/79	1st	Quarter	*Principles of Chemistry (Chem. 121)	44		4	C	
				*Principles of Biology (Zool. 101)	55		5	C	
				*Public Speaking (Inco. 103)	44		4	B	
				Introductory Nursing I	44	88		A-	
1/80	3/80	2nd	Quarter	*Environmental Chemistry 123	44		4	C	
				*Human Anatomy (Zool. 301)	66		6	B-	
				*Introduction to Nutrition (HEFN 128)	44		4	B+	
				Introductory Nursing II	44	88		B	
3/80	6/80	3rd	Quarter	*Human Physiology (Zool. 345)	55		5	C	
				*Elementary Microbiology 310	44		4	C	
				*General Psychology 101	55		5	C+	
				Introductory Nursing III	44	88		A	
6/80	9/80	4th	Quarter	Nursing of Adults I	80	176		B-	
				*Introduction to Sociology 101	55		5	C+	
9/80	11/80	5th	Quarter	Nursing of Adults II	80	176		B+	
				*Child and Adolescent Psychology 173	55		5	B	
1/81	3/81	6th	Quarter	Nursing of Children	110	220		B	
				*Technical Writing - English 305	44		4	B	
3/81	6/81	7th	Quarter	Nursing of Pts. with Emotional Probl.	110	220		B	
				*Human Relations (Edgs. 410)	33		3	A-	
6/81	9/81	8th	Quarter	Maternal-Gynecology Nursing	110	220		C	
9/81	11/81	9th	Quarter	*Intro. to the Family (Soc. 220)	44		4	C	
				Nursing of Adults III	110	220		B	
1/82	3/82	10th	Quarter	Nursing of Adults IV	110	220		B	
				Trends in Nursing	22			A	
3/82	6/82	11th	Quarter	Leadership and Disaster Nursing	110	220		A-	
					TOTAL	1656	1936	62	

*Ohio University

Signature: *Amie W. Barnes, R.N.*

Title: Director, Nursing Education Date: 6/16/82

Registered by examination in _____ (State)

Date: _____

Program of Study Summary

	School	Grade or Transfer (T)	Credit Qtr Hrs	Coursework Not Completed
Category IV - 42 credits of support and general education courses				
All students complete:				
1. Junior Level Composition	Eng 305	B	4.0	
2. Tier III General Education	not applicable			
Students choose either Option A or Option B. Request a Category IV brochure for more details				
Option A: Courses must be 300/400 level				
1. Psychology				TBC
2. Sociology	Soc 329	B	4.0	
3. Humanities				TBC
4. Human Relations	EDGS 410	A-	3.0	
5. Biological Science	Micro 310	C	4.0	
6. Electives	NBSP 490	A	5.0	
	Zool 301	B-	6.0	
	Zool 345	C	4.0	
	Zool 382	C	1.0	
	ASS 378	A	3.0	
Option B: Follow requirements of chosen minor, certificate, etc.				
1.		176		
2.				
3.				
4.	192			
5.	-176			
6.	16			
7.	-8	upper division psych & humanities		
8.	8			
9.				

Comments: To graduate: Complete NBSP 425, 445, 455 and upper division psychology, humanities and 8 hours of electives. Call if I have missed something.

Signed: King
Date: 2-14-94

Ohio University
School of Nursing

Program of Study Summary

Name: Diane Smith

Date: 2-14-94

SS #: [REDACTED]

Advising review _____

Admission review _____

Graduation check X

Progress towards completion of the program of study at OU-SON follows.
Changes may occur after your transcripts are evaluated by OU's Office of Admissions.

	School	Grade or Transfer(T)	Credit Qtr Hrs	Coursework Not Completed
Category I - 36 credits of lower division nursing	<u>6/82</u> <u>McLester</u>	<u>T</u>	<u>36.0</u>	
Category II - 54 credits (all but one of courses numbered 1-10 must be completed before NBSP 300)				
1. English Composition	<u>ok</u> — <u>w waived</u>			
2. Statistics	<u>Psy 121</u> <u>ok</u>	<u>B-</u>	<u>5.0</u>	
3. Intro Sociology		<u>C+</u>	<u>5.0</u>	
4. Intro Psychology		<u>C+</u>	<u>5.0</u>	
5. Growth & Development		<u>B</u>	<u>5.0</u>	
6. General Chemistry		<u>C</u>	<u>4.0</u>	
7. Human Biology/Anatomy/Physiology		<u>C</u>	<u>5.0</u>	
8. Microbiology	<u>ok</u>	<u>count in Category IV</u>		
9. Nutrition		<u>B+</u>	<u>4.0</u>	
10. NBSP 295 (orientation)		<u>CR</u>	<u>1.0</u>	
11. Fine Arts/Humanities or Third World Cultures		<u>B</u>	<u>4.0</u>	
12. Electives	<u>ok</u>	<u>—</u>	<u>8.0</u>	
Category III - 60 credits of upper division nursing				
1. Transitions (300)		<u>A</u>	<u>5.0</u>	
2. Health Appraisal (310)		<u>B-</u>		
3. Health Appraisal (320)		<u>A-</u>		
4. Family Nursing (330)		<u>A-</u>		
5. Community Health Nursing (340)		<u>A</u>		
6. Management Issues (360)		<u>A</u>		
7. Research (405)		<u>B+</u>		
8. Restorative Nursing (415)		<u>A</u>		
9. Clinical Applications (425)				<u>Wint 93-94</u>
10. Legal/Ethical (435)		<u>A</u>		
11. Strategic Planning (445)				<u>Wint 93-94</u>
12. Excellence (455)				<u>Wint 93-94</u>

SELECT A NURSE

Nursys verification for endorsement is by license type (RN or PN), not individual license number and will include all licenses of that type from participating boards of nursing.

Back to top

Showing 1 individuals

DIANE LYNN SMITH LEVINE [NCSBN ID:

Next >

LICENSE TYPE	LAST NAME	FIRST NAME	STATE	LICENSE NUMBER	ORIGINAL ISSUE DATE
RN	SMITH LEVINE	DIANE LYNN	ARIZONA	251496	12/22/2020
RN	SMITH LEVINE	DIANE L	CONNECTICUT	R47539	11/01/1991
RN	LEVINE	DIANE L	ILLINOIS	041329409	04/10/2002
RN	SMITH-LEVINE	DIANE LYNN	NEW HAMPSHIRE	084586-21	03/12/2021
RN	SMITH	LEVINE DIANE L	NEW YORK	786714	02/13/2020
RN	LEVINE	DIANE L WARD	OHIO	179734	09/17/1982
RN	SMITH-LEVINE	DIANE	VIRGINIA	0001301564	03/24/2021
RN	LEVINE	DIANE L	WEST VIRGINIA-RN	40125	05/28/1988

Need help with Nurse License Verification for Endorsement?

Appendix G.

Job Description Program Director/Dean of Nursing



JOB DESCRIPTION

Position Title:	Dean of Nursing
Full-Time/Part-Time:	Full-Time
Department:	Nursing
Job Description:	<p>Provides oversight and innovative leadership in planning, implementing, and evaluating the BSN program and its faculty.</p> <p>As a member of the College's leadership team, the Dean of Nursing collaborates closely with the Executive Director of Academic Operations and the rest of the campus leadership team on policy making, planning, implementation, and evaluation of the campus's activities and assists in ensuring that the College's vision, mission, and values are foundational elements in guiding decision-making and actions.</p> <p>Essential Responsibilities:</p> <p>Administrative</p> <ul style="list-style-type: none"> ● Responsible for monitoring and evaluating direct reports, including but not limited to, the nursing faculty, clinical coordinator, and director of simulation. ● Ensures compliance of nursing program with State Board of Nursing requirements. Prepares and completes annual and required reports and data for the Board. Notifies the Board of any substantial changes as outlined by the rules and regulations of the State BON. ● Represents the nursing program at meetings of appropriate bodies, including the Board of Nursing. ● Submits information for preparation of the annual operating and capital budget. ● Provides leadership to the faculty in preparation for the accreditation self-study. ● Prepares and maintains statistics related to program outcomes. ● Maintains records relevant to the program. ● Assumes duties as assigned by the Executive Director of Academic Operations. <p>Clinical Scheduling/Clinical Consortium</p> <ul style="list-style-type: none"> ● Supervises the Clinical Coordinator position and is accountable for clinical coordination in accordance with the clinical scheduling practice, state consortium, and Board of Nursing. ● Collaborates with the clinical coordinator, faculty, and facilities in evaluating the appropriateness of clinical facilities and curricular experiences. ● Ensures a sufficient supply of direct patient care hours necessary to deliver the nursing curriculum.

- Monitors students' compliance with health regulations and serves as liaison to the Board of Health (as needed) in conjunction with the clinical coordinator.
- Oversees the Health and Safety Orientation for students about to progress to the Core.

Full-Time and Adjunct Faculty

- Is responsible for the appointment, retention, and promotion of faculty.
- Manages the hiring process with interviews, teaching presentations, and reference checks.
- Coordinates the orientation and onboarding process of new FT/PT nursing faculty.
 - Includes computer and IT training
 - ATI training and education
- Guides faculty on academic issues in the development of various ATI methodologies regarding classroom instruction.
- Develops faculty workload schedules, ensuring that full-time faculty are scheduled 36 credit hours annually.
- Makes assignments for adjunct clinical faculty.
- Ensures each nursing student has a faculty advisor.
- Works with faculty to ensure appropriate delivery of content/concepts and sequencing based on student performance on standardized exams.
- Resolves conflicts effectively.
- Ensures appropriate and meaningful faculty development and mentoring resources for individual faculty and the faculty as a whole to move program outcomes and grow faculty.

Students

- Prepares and manages the Core Nursing Orientation for Level 5 students.
- Provides advisement for students; resolves student problems.
- Coordinates activities related to student admission, retention, progression, and graduation.
- Works with the Executive Director of Academic Operations to ensure all areas of the student experience align with outcomes and mission to obtain the highest levels of student achievement and satisfaction.

Curriculum

- Serves as liaison to ATI for scheduling of Live reviews and services.
- Works with ATI and faculty to assess course outcomes and teaching strategies using ATI data.
- Facilitates textbook and media selection process.

	<ul style="list-style-type: none"> ● Works with the BSN program manager, ensuring that the appropriate textbook ordering has been made by the deadline and that students receive their textbooks for the courses in which they enroll. ● Reviews and addresses findings for end-of-course evaluations. ● Collaborates with the General Education Dean to ensure appropriate alignment of the liberal arts and nursing curricula, facilitate joint in-service offerings, hold regular joint meetings, and provide updates for each department at least quarterly. ● Recommends the purchase of supplies and equipment for support of the nursing program. ● Works collaboratively with the Director of Nursing Labs to ensure the labs are properly maintained and meet standards regarding level and type of equipment. <p>Committee Service</p> <ul style="list-style-type: none"> ● Chairs monthly meetings of the nursing faculty. ● Serves as an ex-officio member of all nursing program committees ● Serves on these committees: <ul style="list-style-type: none"> ○ Systematic Evaluation Plan (SEP) Committee ○ BSN Curriculum Committee ○ Community Advisory Council ○ Academic Affairs Committee <p>Other Duties as Assigned</p>
Physical Demands:	<p>Light to Moderate Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.</p> <p>Visual Acuity: Position requires close visual acuity to perform activities (i.e. preparing/analyzing data and figures; transcribing; viewing a computer monitor; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines; using measurement devices; and/or assembly or fabrication parts at distances close to the eyes).</p> <p>Work Environment: Moderate noise.</p> <p>Environmental Conditions: Laboratory conditions. Exposure to hazardous waste and materials.</p>
Required Qualifications:	<p>To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements below are representative of the knowledge, skill, and/or ability required.</p>

	<ul style="list-style-type: none">• Master's degree in Nursing, doctorate preferred. Doctorate required in states where BON requires a doctorally-prepared program administrator.• Five years' combined teaching experience and experience in curriculum development and administration• Current State Nursing license
--	--

EMPLOYEE NAME (PRINT): _____

DATE: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

SAMPLE CURRICULUM GRID

Year 1					
Semester 1		Semester 2		Semester 3	
Session A		Session A		Session A	
Fundamentals of Biology	3	Human Anatomy/Physiology I	4	Statistics	3
Introduction to Psychology	3	First Year Composition II	3	Human Development	3
Session B		Session B		Session B	
College Mathematics	3	Introduction to American Politics	3	Introductory Chemistry	4
First Year Composition I	3	Human Anatomy/Physiology II	4	Cultural Diversity & Global Health	3
	12		14		13

Year 2					
Semester 4		Semester 5		Semester 6	
Session A		Critical Thinking in Clinical Decision-Making		Ethics & Legal Standards in Nursing Practice II	
Human Pathophysiology	4	Ethics & Legal Standards in Nursing Practice I	1	Pharmacology I	2
Human Nutrition	3	Theoretical Foundation in Nursing Practice + Practicum	2 + 3	Acute & Chronic Health Disruption in Adult I + Practicum	3 + 3
Session B		Health Assessment		Mental Health Theory & Application + Practicum	
Microbiology	4	Interprofessional Communications	1	Evidence-Based Practice I	1
		Leadership for Quality & Patient Safety I	1		
	11		13		15

Year 3					
Semester 7		Semester 8		Semester 9	
Pharmacology II	2	Maternal Health Theory and Application + Practicum	3 + 2	Transition to the Profession	1
Evidence-Based Practice II	1	Pediatric Health Theory and Application + Practicum	3 + 2	Acute & Chronic Health Disruption in Adult III + Practicum	3 + 4
Leadership for Quality & Patient Safety II	1	Ethics & Legal Standards in Nursing Practice III	1	Professional Seminar	2
Acute & Chronic Health Disruption in Adult II + Practicum	2 + 3	Evidence-Based Practice III	1	Evidence-Based Practice IV	1
Community Health Nursing + Practicum	3 + 3	Leadership for Quality & Patient Safety III	1	Leadership for Quality & Patient Safety IV	3
	15		13		14

120 TOTAL CREDITS

50 General Education Credits. 70 Core Nursing Credits.

APPENDIX H

Appendix I.

Detailed Course Hours

Arizona College of Nursing
Insert Program Code

Detailed Course Hours

Course Number	Course Name	Didactic instruction hours	Skills acquisition hours		Observation Experience hours	Simulation in lieu of direct clinical hours	Direct client care hours
			Skills Lab	Simulation			
NUR 211	CRITICAL THINKING IN CLINICAL DECISION-MAKING	30	0	0	0	0	0
NUR 213	ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I	15	0	0	0	0	0
NUR 215	THEORETICAL FOUNDATION IN NURSING PRACTICE*	30	0	0	0	0	0
NUR 215L	THEORETICAL FOUNDATION IN NURSING PRACTICE PRACTICUM*	0	60	0	0	5	40
NUR 216	HEALTH ASSESSMENT*	30	30	0	0	0	0
NUR 218	INTERPROFESSIONAL COMMUNICATIONS	15	0	0	0	0	0
NUR 333	ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II	15	0	0	0	0	0
NUR 334	PHARMACOLOGY I*	30	0	0	0	0	0
NUR 335	MATERNAL HEALTH THEORY & APPLICATION	45	0	0	0	0	0
NUR 335L	MATERNAL HEALTH THEORY & APPLICATION PRACTICUM	0	30	0	0	5	40

Appendix I.

Detailed Course Hours

Arizona College of Nursing
Insert Program Code

Detailed Course Hours

Course Number	Course Name	Didactic instruction hours	Skills acquisition hours		Observation Experience hours	Simulation in lieu of direct clinical hours	Direct client care hours
			Skills Lab	Simulation			
NUR 336	PEDIATRIC HEALTH THEORY & APPLICATION	45	0	0	0	0	0
NUR 336L	PEDIATRIC HEALTH THEORY & APPLICATION PRACTICUM	0	30	0	0	5	40
NUR 337	EVIDENCE-BASED PRACTICE I	15	0	0	0	0	0
NUR 354	PHARMACOLOGY II*	30	0	0	0	0	0
NUR 355	ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I*	45	0	0	0	0	0
NUR 355L	ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I PRACTICUM*	0	30	0	0	18	72
NUR 356	MENTAL HEALTH THEORY & APPLICATION*	45	0	0	0	0	0
NUR 356L	MENTAL HEALTH THEORY & APPLICATION PRACTICUM*	0	30	0	0	5	40
NUR 357	EVIDENCE-BASED PRACTICE II	15	0	0	0	0	0
NUR 358	LEADER IN QUALITY & PATIENT SAFETY II	15	0	0	0	0	0

Appendix I.

Detailed Course Hours

Arizona College of Nursing
Insert Program Code

Detailed Course Hours

Course Number	Course Name	Didactic instruction hours	Skills acquisition hours		Observation Experience hours	Simulation in lieu of direct clinical hours	Direct client care hours
			Skills Lab	Simulation			
NUR 423	ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III	15	0	0	0	0	0
NUR 425	ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II*	30	0	0	0	0	0
NUR 425L	ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II PRACTICUM*	0	15	0	0	40.5	72
NUR 426	COMMUNITY HEALTH NURSING THEORY AND APPLICATION*	45	0	0	0	0	0
NUR 426L	COMMUNITY HEALTH NURSING THEORY AND APPLICATION PRACTICUM*	0	30	0	0	18	72
NUR 427	EVIDENCE-BASED PRACTICE III	15	0	0	0	0	0
NUR 428	LEADER IN QUALITY & PATIENT SAFETY III	15	0	0	0	0	0
NUR 443	TRANSITION TO THE PROFESSION	15	0	0	0	0	0
NUR 445	ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III*	45	0	0	0	0	0
NUR 445L	ACUTE & CHRONIC HEALTH DISRUPTIONS	0	15	0	0	25.5	132

Appendix I.

Detailed Course Hours

Arizona College of Nursing
Insert Program Code

Detailed Course Hours

Course Number	Course Name	Didactic Instruction Hours	Skills acquisition hours		Observation Experience Hours	Simulation in lieu of direct clinical hours	Direct client care hours
			Skills Lab	Simulation			
	IN ADULTS III PRACTICUM*						
NUR 446	PROFESSIONAL SEMINAR	30	0	0	0	0	0
NUR 447	EVIDENCE-BASED PRACTICE IV	15	0	0	0	0	0
NUR 448	LEADER IN QUALITY & PATIENT SAFETY IV	45	0	0	0	0	0
TOTAL						122	508

APPENDIX J

Student Learning Outcome	Semester 5
<p>Deliver patient- and community-centered care to achieve desired patient and population outcomes.</p>	<p>NUR 211: Demonstrate use of the nursing process. NUR 213: Defend professional nursing actions based on Nursing's Code of Ethics and bioethical principles. NUR 213: Protect the dignity of patients and their families. NUR 215: Support patients through therapeutic communication. NUR 215L: Perform basic nursing care on patients to prevent harm and promote health. NUR 215L: Communicate therapeutically with patients. NUR 215L: Perform a basic health assessment. NUR 216: Perform comprehensive and focused physical and psychosocial health assessments on adults and older adults.</p>
<p>Improve quality and safety of care to achieve desired systems and population outcomes.</p>	<p>NUR 215: Implement basic care processes to prevent harm and promote health. NUR 215: Create a safe patient care environment. NUR 338: Analyze systems and human factors that contribute to patient safety. NUR 338: Contribute to an interprofessional culture of safety.</p>

<p>Make evidence-based decisions to achieve desired patient, systems, and population outcomes.</p>	<p>NUR 211: Apply the clinical judgement model. NUR 216: Distinguish between normal and abnormal physical assessment data. NUR 216: Recognize health history and psychosocial data that requires follow-up or intervention. NUR 216: Analyze biopsychosocial assessment data to form patient problem and concern statements using standard language.</p>
<p>Collaborate with the interprofessional team to achieve desired patient, systems, and population outcomes.</p>	<p>NUR 218: Communicate and collaborate effectively with the interprofessional team to promote patient safety and improve quality of care. NUR 218: Implement caring practices towards members of the interprofessional team to promote team member well-being and patient safety.</p>
<p>Manage information and technology to achieve desired patient, systems, and population outcomes.</p>	<p>NUR 211: Develop patient problem and concern statements using standard language. NUR 215: Use information technology to communicate with the interprofessional team. NUR 215L: Document the outcomes of basic nursing care processes.</p>

Semester 6

NUR334: Provide education to patients and families to promote safety and compliance.

NUR 355: Demonstrate caring and compassionate behavior toward patients.

NUR 355L: Provide safe, effective, evidence-based care to adults and older adults experiencing health alterations.

NUR 355L: Administer prescribed therapeutics safely and effectively.

NUR 355L: Perform nursing actions that support coping and adaptation to health alternations.

NUR 356: Implement safe and effective nursing care to individuals experiencing mental health alterations to achieve desired patient and systems outcomes.

NUR 356: Engage in a therapeutic relationship aimed at achieving desired patient outcomes.

NUR 356L: Provide safe, effective, evidence-based care to adults and older adults experiencing mental health alterations.

NUR 356L: Perform nursing actions that manage stress and support coping.

NUR 333: Implement self-care to promote patient safety and improve quality of care.

NUR334: Apply principles of safe and effective medication administration to achieve desired patient outcomes.

NUR334: Minimize potential for medication errors and avoidable adverse medication effects.

NUR 355L: Create a safe acute care environment.

NUR 356: Plan safe and effective transitions of care for individuals experiencing mental health alterations.

NUR 356L: Create a safe care environment for patients experiencing a spectrum of mental health alterations.

NUR 333: Defend professional nursing actions based on the law and applicable standards of practice.

NUR 355: Implement safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient outcomes.

NUR 355: Evaluate the outcomes of evidence-based interprofessional care.

NUR 355: Prioritize nursing actions based on biopsychosocial

NUR 355L: Defend nursing actions based on the best available evidence and data from all relevant sources.assessment data to achieve desired patient outcomes.

NUR 355L: Adapt interprofessional plan based on data from all relevant sources.

NUR 356: Evaluate the outcomes of evidence-based interprofessional care.

NUR 356: Prioritize nursing actions based on biopsychosocial assessment data to achieve desired patient and systems outcomes.

NUR 356L: Administer prescribed therapeutics safely and effectively.

NUR 337: Explain basic research designs and methods.

NUR 337: Classify evidence according to a hierarchy.

NUR 355: Collaborate with interprofessional team to ensure patient safety and quality care.

NUR 355L: Adapt interprofessional plan based on data from all relevant sources.

NUR 356L: Choose the correct nursing action to ensure patient safety and promote quality care.

NUR 356L: Adapt interprofessional plan based on data from all relevant sources.

Student Learning Outcomes

Semester 7

NUR 354: Provide education to patients and families to promote safety and compliance.

NUR 425: Implement safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient and systems outcomes.

NUR 425: Recommend nursing therapeutics based on the best available evidence to achieve patient and systems outcomes.

NUR 425L: Provide safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient and systems outcomes.

NUR 425L: Perform nursing actions that support coping and adaptation to health alternations.

NUR 426: Implement nursing actions in the community to achieve desired population health outcomes.

NUR 426: Choose nursing actions that address the impact of social determinants of health.

NUR 426: Respond safely and effectively to community-level emergencies and disasters.

NUR 426L: Provide safe and effective nursing care in the community to achieve desired population outcomes.

NUR 426L: Provide community education to achieve desired population outcomes.

NUR 426L: Perform nursing actions that address social determinants of health.

NUR 426L: Perform nursing actions that promote health and prevent disease.

NUR 354: Apply principles of safe and effective medication administration to achieve desired patient outcomes.

NUR 354: Minimize potential for medication errors and avoidable adverse medication effects.

NUR 358: Choose appropriate patient, systems, and population outcomes to measure quality.

NUR 358: Interpret quality indicator data.

NUR 425L: Perform nursing actions that safely and effectively prepare patients for a transition in care.

NUR 357: Formulate an appropriate clinical question to answer using evidence.
NUR 357: Evaluate the credibility of sources of clinical evidence.
NUR 425L: Defend nursing actions based on the best available evidence and all relevant data sources.
NUR 426: Evaluate the impact of the built environment on population health outcomes.

NUR 425: Revise the interprofessional plan of care based on biopsychosocial assessment data to achieve desired patient and systems outcomes.
NUR 425: Contribute the unique nursing perspective to the interprofessional plan of care.
NUR 426: Evaluate the population outcomes of interprofessional community-based health actions and initiatives.
NUR 426: Plan interprofessional care activities based on community-level data.

NUR 425: Evaluate the use of information technology to promote patient safety and improve quality of care.
NUR 425L: Deploy information technology to promote patient safety and improve quality of care.
NUR 426: Evaluate the use of information technology to promote population health.
NUR 426L: Deploy information technology to promote population health

Semester 8

NUR 335: Implement evidence-based education to achieve desired patient and family outcomes.

NUR 335: Plan care based on patient and family beliefs, values, and preferences.

NUR 335: Provide safe and effective nursing care to women, their newborns, and their families during the perinatal period.

NUR 335L: Deliver a teaching plan.

NUR 335L: Perform a focused health assessment.

NUR 335L: Administer prescribed therapeutics safely and effectively.

NUR 335L: Establish a therapeutic relationship with patients.

NUR 336: Apply principles of growth and development in choosing nursing actions.

NUR 336: Provide safe and effective nursing care to children and their families to achieve desired patient and family outcomes.

NUR 336L: Deliver and teaching plan.

NUR 336L: Perform a focused health assessment.

NUR 336L: Administer prescribed therapeutics safely and effectively.

NUR 336L: Establish a therapeutic relationship with patients.

NUR 423: Evaluate the impact of public health policy on patient safety, quality of care, and population health.

NUR 423: Advocate for public health policy that promotes patient safety, improves the quality of care, and improves population health.

NUR 428: Participate in the implementation of quality improvement initiatives.

NUR 428: Evaluate the outcomes of quality improvement initiatives.

NUR 335: Choose nursing actions based on assessment data.
NUR 336: Implement evidence based education tailored to stage of growth and development to achieve desired patient and family outcomes
NUR 336: Choose nursing actions based on biopsychosocial assessment data.
NUR 427: Retrieve the best available evidence to answer a clinical question.
NUR 427: Synthesis the best available evidence to answer a clinical question.

NUR 335L: Communicate assessment findings to other members of the interprofessional team.
NUR 336L: Communicate assessment findings to other members of the interprofessional team.

NUR 335: Demonstrate appropriate use of patient care technologies.
NUR 335L: Deploy patient care technologies.
NUR 336: Demonstrate appropriate use of patient care technologies.
NUR 336L: Deploy patient care technologies

Semester 9

NUR 445: Implement safe and effective nursing care to adults and older adults experiencing complex health alterations to achieve desired patient, systems, and population outcomes.

NUR 445L: Provide safe, effective evidence-based care to a group of adult and older adult patients to achieve desired patient, systems, and population outcomes.

NUR 445L: Administer prescribed therapeutics safely, effectively, and cost effectively.

NUR 445L: Advocate for the patient's expressed needs and wishes to other members of the interprofessional team.

NUR 446: Judge one's own readiness for professional practice

NUR 446: Evaluate gaps in one's own knowledge, skills, and abilities for professional practice.

NUR 446: Demonstrate readiness for success on the NCLEX-RN exam.

NUR 443: Implement reflective practice to improve patient safety and improve quality of care and promote care advancement.

NUR 443: Commit to professional life-long learning.

NUR 445L: Transition patients safely to other levels of care to achieve quality and cost system and population outcomes.

NUR 445L: Gather and report nursing sensitive patient and population data to improve outcomes

NUR 445L: Manage self in a manner that promotes patient safety and quality care.

NUR 447: Evaluate evidence to answer a clinical question.

NUR 447: Implement practice guidelines and other evidence-based standards.

NUR 448: Demonstrate safe, effective, and cost effective management of health care resources.

NUR 448: Delegate tasks and responsibilities safely and effectively while demonstrating maintenance of accountability.

NUR 448: Participate in health care organization governance.

NUR 445: Defend the choice of nursing therapeutics based on the best available evidence to achieve patient, systems, and population outcomes.
NUR 445: Revise the plan of care based on biopsychosocial assessment data to achieve desired patient and population outcomes.
NUR 445: Prioritize nursing actions across patients based on aggregate biopsychosocial assessment data.
NUR 445: Defend decisions from a cost-effectiveness perspective

NUR 445: Lead the development of the interprofessional plan of care.
NUR 448: Advocate for the nursing profession within health care organizations.

NUR 448: Leverage information and patient care technology to improve quality of care.

Appendix K.**Proposed Program Timeline**

Activity	Tentative Date
CT OHE Application Preparation/submission	Completed
Construction Documents & Permits	Completed
Obtain Signed Clinical Agency Agreements or Letters of Support	7.14.2021
Identify Campus location	Completed
Floor plan & Description of Space obtained	Completed
BON Application Preparation	3.2021 through 8.2021
Application Submitted for BON Review	Letter of Intent 7.16.2021 Feasibility/Proposal 8.20.2021
Search begins for program director	Completed
Board of Nursing Application Meets rules	No later than 6.2022
Hire Director/Dean	Dr. Diane Smith Levine 7.2021
Construction of site Begins	TBD
Skills Lab completed	TBD
Classroom equipment	TBD
Lab Equipment purchased	TBD

Activity	Tentative Date
All Equipment & Supplies in place	11.17.2021
CT OHE Site visit	TBD
CT OHE Full Approval	TBD
BON Site Visit Window	6.2022-9.2022
BON Full approval	9.2022
Begin recruiting staff	3.3033-5.2022
Hire Admin. Assistant	3.2022-5.2022
Hire Faculty	5.2022-10.2022
Hire Support Staff	5.2022
ABHES Approval	Campus added to AZCN existing approval 8.2022-10.2022
US DOE Approval	Campus added to AZCN existing approval 10.2022
Begin Recruiting Students	10.10.2022
Admit Students	12.2022
Start of First Students	1.2.2023 (Tentative based on Board of Nursing approval)
CCNE Substantive Change submission	90 days before or after the start to teach of students
Graduation and NCLEX ready	<p>Earliest graduates anticipated:</p> <p>Nontraditional student entering CORE nursing January 2023 will graduate by August 2024 and NCLEX by October 2024</p> <p>Traditional students entering General Education January 2023 will graduate December 2025 with NCLEX taken by February 2026</p>

Appendix L.

BSN Curriculum Timeline of Progression of First Cohort to Graduation TRADITIONAL STUDENT

		General Education Courses	Crs.	Did Hrs.	Lab Hrs.
Semester 1 January 2, 2023	BIO 189	FUNDAMENTALS OF BIOLOGY	3	45	
	PSY101	HUMAN PSYCHOLOGY	3	45	
	MAT151	COLLEGE MATHEMATICS	3	45	
	ENGL101	FIRST YEAR COMPOSITION I	3	45	
		Total	12	180	
Semester 2 May 1, 2023	BIO201	HUMAN ANATOMY/PHYSIOLOGY I	4	45	30
	ENGL102	FIRST YEAR COMPOSITION II	3	45	
	*ENGL215 *PSC101	CRITICAL INQUIRY & LITERACY OR INTRODUCTION TO AMERICAN POLITICS	3	45	
	BIO202	BIO 202 HUMAN	4	45	30
		Total	14	180	60
Semester 3 August 28, 2023	PSY230	STATISTICS	3	45	
	PSY240	HUMAN DEVELOPMENT	3	45	
	CHM130	INTRODUCTORY CHEMISTRY	4	45	30
	HCR230	CULTURAL DIVERSITY AND GLOBAL	3	45	
		Total	13	180	30
Semester 4 January 8, 2024	HCR240	HUMAN PATHOPHYSIOLOGY	4	60	
	NTR241	HUMAN NUTRITION	3	45	
	BIO205	MICROBIOLOGY	4	45	30
		Total	11	150	30
TOTAL			50	690	120

		Cr	Did hrs.	Lab hrs.	Clin hrs.
Semester 5 May 6, 2024	NUR 211 CRITICAL THINKING IN CLINICAL DECISION-MAKING	2	30		
	NUR 218 INTERPROFESSIONAL COMMUNICATIONS	1	15		
	NUR 213 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I	1	15		
	NUR 215 THEORETICAL FOUNDATION IN NURSING PRACTICE	2	30		
	NUR 215L THEORETICAL FOUNDATION IN NURSING PRACTICE PRACTICUM	3		60	45
	NUR 216 HEALTH ASSESSMENT	3	30	30	
	NUR 338 LEADER IN QUALITY AND PATIENT SAFETY I	1	15		
	Total	13	135	90	45
Semester 6 September 2, 2024	NUR 333 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II	1	15		
	NUR 355 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I	3	45		
	NUR 355L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I PRACTICUM	3		30	90
	NUR 356 MENTAL HEALTH THEORY & APPLICATION	3	45		
	NUR 356L MENTAL HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 337 EVIDENCE-BASED PRACTICE I	1	15		
	NUR 334 PHARMACOLOGY I	2	30		
	Total	15	150	60	135
Semester 7 January 6, 2025	NUR 425 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II	2	30		
	NUR 425L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II PRACTICUM	3		15	112.5
	NUR 426 COMMUNITY HEALTH NURSING THEORY AND APPLICATION	3	45		
	NUR 426L COMMUNITY HEALTH NURSING THEORY AND APPLICATION PRACTICUM	3		30	90
	NUR 357 EVIDENCE-BASED PRACTICE II	1	15		
	NUR 358 LEADER IN QUALITY & PATIENT SAFETY II	1	15		
	NUR 354 PHARMACOLOGY II	2	30		
		15	135	45	202.5
Semester 8 May 5, 2025	NUR 423 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III	1	15		
	NUR 335 MATERNAL HEALTH THEORY & APPLICATION	3	45		
	NUR 335L MATERNAL HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 336 PEDIATRIC HEALTH THEORY & APPLICATION	3	45		
	NUR 336L PEDIATRIC HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 427 EVIDENCE-BASED PRACTICE III	1	15		
	NUR 428 LEADER IN QUALITY & PATIENT SAFETY III	1	15		
	Total	13	135	60	90
Semester 9 September 1, 2025	NUR 443 TRANSITION TO THE PROFESSION	1	15		
	NUR 445 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III	3	45		

Graduation December 21, 2025 with NCLEX taken by February 2026	NUR 445L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III PRACTICUM	4		15	157.5
	NUR 446 PROFESSIONAL SEMINAR	2	30		
	NUR 447 EVIDENCE-BASED PRACTICE IV	1	15		
	NUR 448 LEADER IN QUALITY & PATIENT SAFETY IV	3	45		
	Total	14	150	15	157.5
TOTAL		70	705	270	630

Appendix M. NONTRADITIONAL

BSN Curriculum timeline of progression of first cohort to graduation CORE NURSING STUDENT

Arizona College BSN Degree Program Typical First Cohort Progression					
		Cr	Did hrs.	Lab hrs.	Clin hrs.
Semester 5 January 2, 2023	NUR 211 CRITICAL THINKING IN CLINICAL DECISION-MAKING	2	30		
	NUR 218 INTERPROFESSIONAL COMMUNICATIONS	1	15		
	NUR 213 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I	1	15		
	NUR 215 THEORETICAL FOUNDATION IN NURSING PRACTICE	2	30		
	NUR 215L THEORETICAL FOUNDATION IN NURSING PRACTICE PRACTICUM	3		60	45
	NUR 216 HEALTH ASSESSMENT	3	30	30	
	NUR 338 LEADER IN QUALITY AND PATIENT SAFETY I	1	15		
	Total	13	135	90	45
Semester 6 May 1, 2023	NUR 333 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II	1	15		
	NUR 355 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I	3	45		
	NUR 355L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I PRACTICUM	3		30	90
	NUR 356 MENTAL HEALTH THEORY & APPLICATION	3	45		
	NUR 356L MENTAL HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 337 EVIDENCE-BASED PRACTICE I	1	15		
	NUR 334 PHARMACOLOGY I	2	30		
	Total	15	150	60	135
Semester 7 August 28, 2023	NUR 425 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II	2	30		
	NUR 425L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II PRACTICUM	3		15	112.5
	NUR 426 COMMUNITY HEALTH NURSING THEORY AND APPLICATION	3	45		
	NUR 426L COMMUNITY HEALTH NURSING THEORY AND APPLICATION PRACTICUM	3		30	90
	NUR 357 EVIDENCE-BASED PRACTICE II	1	15		
	NUR 358 LEADER IN QUALITY & PATIENT SAFETY II	1	15		
	NUR 354 PHARMACOLOGY II	2	30		
		15	135	45	202.5
Semester 8 January 8, 2024	NUR 423 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III	1	15		
	NUR 335 MATERNAL HEALTH THEORY & APPLICATION	3	45		
	NUR 335L MATERNAL HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 336 PEDIATRIC HEALTH THEORY & APPLICATION	3	45		
	NUR 336L PEDIATRIC HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 427 EVIDENCE-BASED PRACTICE III	1	15		
	NUR 428 LEADER IN QUALITY & PATIENT SAFETY III	1	15		
	Total	13	135	60	90

Appendix M. NONTRADITIONAL

BSN Curriculum timeline of progression of first cohort to graduation CORE NURSING STUDENT

	NUR 443 TRANSITION TO THE PROFESSION	1	15		
	NUR 445 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III	3	45		
Semester 9 May 6, 2024 Graduation August 2024 NCLEX by October 2024	NUR 445L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III PRACTICUM	4		15	157.5
	NUR 446 PROFESSIONAL SEMINAR	2	30		
	NUR 447 EVIDENCE-BASED PRACTICE IV	1	15		
	NUR 448 LEADER IN QUALITY & PATIENT SAFETY IV	3	45		
	Total	14	150	15	157.5
TOTAL		70	705	270	630



About the Owner



Brittany Faison RN, MSN is the owner and creator of ReNurse Academy. She is précised, well organized, and absolutely enjoys teaching. She states, “students are like seeds; you get to water them and watch them blossom into beautiful independent flowers”. She obtained her Associates Degree from Tallahassee Community College in Florida, went on to Florida A&M University where she graduated with honors and received her Bachelor’s in Nursing, and then completed her Master of Nursing from Western Governors University (WGU). At WGU Ms. Faison received an Excellence Award in Advanced Information Management and Application of Technology. Additionally, her work on her Nursing Leadership and Management Capstone received a Capstone Certificate of Excellence. Ms. Faison is pursuing her Ph.D. in Nursing Education. She serves as a professional role model to many and a great asset for future high quality and creative nursing education. Her education, proficient clinical skills, and team building leadership style proves that Ms. Faison encompasses the ability to educate and reinforce teaching for a Licensed Practical Nurse (LPN) Refresher Course.

Ms. Faison has experience across several different nursing specialties. Beginning her career in the Emergency Department, then venturing into home care and long-term care, where she worked as a Nursing Supervisor and Staff Development/Infection Control Director. At this time in her career, she realizes that she could have a direct impact on nursing education and clinical practice by creating high quality creative and interactive educational experiences. After successful employment as the Director of Staff Development, Ms. Faison secured a position in teaching both didactic and clinical courses to practical nursing students at Stone Academy, and later at Porter and Chester Institute.

Ms. Faison has many years of experience with the different educational tools as a student, instructor, and administrator. Her understanding of the different techniques and strategies necessary to provide quality care and excel in the nursing profession is proven. Ms. Faison is excited to provide high quality, creative and fun learning experiences.





PROGRAM OVERVIEW

Licensed Practical Nurse (LPN) Refresher Course

This Licensed Practical Nurse (LPN) refresher course was developed to bridge the gap between safe high quality healthcare services and nursing incompetency and self-confidence. The program is also designed to help inactive licensed practical nurses review and update their nursing knowledge and skills, thus allowing them to move confidently and competently into a nursing orientation program or return to active practice.

This LPN Refresher Course is not a college credit granting program. This course is taken to pursue professional growth and to improve competency to perform key nursing skills across numerous nursing specialties.

Course Objectives:

Upon successful completion of this course, the participant will have an understanding of, and be capable of discussing and demonstrating the following course objectives:

- ✦ Review the current role of an LPN according to the State Nursing Practice Act.
- ✦ Review current philosophy, social and economic trends, and objectives in nursing today.
- ✦ Review previously acquired nursing knowledge and clinical skills.
- ✦ Understand the function of the LPN in evaluating patient needs and in planning individualized care.
- ✦ Review and increase knowledge of selected medical and surgical conditions, therapies and procedures, current diagnostic and treatment measures and patient care needs.
- ✦ Demonstrates knowledge and safe administration of medications and treatments.
- ✦ Discuss current management concepts utilized in the following areas:
 - Basic Concepts in Nursing
 - Nursing Concepts and Challenges in Clinical Practice
 - Concepts in Clinical Practice and Related skills

Faculty

Brittany Faison RN, MSN (Program Developer), is responsible for the development, management and coordination of the program.

ReNurse Academy Instructors are qualified Registered Nurses with verified licensure, credentials, and experience. All ReNurse Academy clinical instructors are required to complete an 8-hour Skills Booster prior to attending clinical with any participant.

Course Approval

This course is approved by the Connecticut Board of Examiners for Nursing and meets the requirements for an LPN Refresher Course.

Course Start

Participants will be accepted on an ongoing basis. Individuals may enroll at any time.

(please see admission requirements)

Successful Course Completion



The participant must successfully pass both the theory and clinical components to complete the refresher course. Upon successful completion, the participant will be mailed a certificate. A copy of the certificate will also be sent to the Connecticut State Department of Public Health to document successful completion of the course.

If a participant is unable to successfully complete either the theory or the clinical portion, this will result in failure of the refresher course.

Appeals to have the opportunity to retake course exams or the clinical experience are not guaranteed and will be handled on a case-by-case basis. No participant will be allowed more than two opportunities to successfully complete the course.

Completion Time Frame

The theory portion of the course is self-paced. Once enrolled, the participant has six (9) months to complete the LPN Refresher Course. If the course is not completed within the nine (9)-month deadline, participants may purchase a **one-time extension for \$300**. The extension adds **three months** for course completion resulting in the course being completed by the twelfth (12) month. A request to extend must be received within thirty (30) days of the course end date.

After this period of time, re-enrollment with payment of the program fee and background check is required.

Required Technology

All course materials and theory module exams are delivered online through Moodle Learning Management, Elsevier, and Assessment Technologies Institute (ATI) supported modules. The participant will complete course review and exams at a time and location of their choosing.

Participants are required to have camera access on their computer when taking a module **proctor exam**. The required camera access (webcam) may be included in the participant's computer, or as an added accessory. A webcam is not provided by ReNurse Academy and will be an additional cost to the participant.

When logging in to take an exam in Canvas (LMS) the participant will initially download the safe and free software application ProctorFree. This application will provide participant verification and testing security measures, and video the participant while an exam is taken. This application will provide participant verification and testing security measures, and video the participant while an exam is taken to allow for review of any unethical concerns during testing.

A desktop or laptop computer with a camera is **required** when taking exams. iPads, iPhones, Tablets, etc. are not permissible. The system requirements are:

- Windows 10, 8, 7
- MacOS 10, 12 or higher

Web Browser Requirements

Participants need to make sure their browser is properly configured to use the Canvas LMS. The following checks ensure that the browser is properly configured to use the system. A desktop or laptop computer is recommended when taking exams. iPads, iPhones, Tablets, etc. are discouraged.

- JavaScript
- Cookies enabled
- Screen resolution recommendation –1024 by 768 pixels
- Rich content editing



Reasonable Accommodations ReNurse Academy does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All participants interested in receiving accommodations must contact Brittany Faison RN, MSN by email (renurseacademy@gmail.com) or phone at 203-491- 6118 and request the Reasonable Accommodations Request form and policy.

Essential Functions

The participant must be able to independently, with or without reasonable accommodation, meet the identified Essential Functions for enrollment in and successful profession through ReNurse Academy's LPN Refresher Course. These requirements pertain to participants conduct regardless of the setting (i.e., theory, clinical, email communication etc. *(Please review Essential Functions)*)

Course Content

This course is flexible and can be completed at the participants own pace. The course must be completed within 9 months from the date of enrollment. All of the theory module exams, virtual and hands-on skills lab must be *successfully* completed before being approved to attend the clinical component of the course.

Instructional Methods

- Course orientation
- Periodic conferences, as needed
- Independent Learning Guide (online)
- Hands on skills lab
- Clinical experience

Evaluation Methods

- Unit Exam (10)
- Medication calculation test
- Virtual skills lab exam
- In-person skills lab exam
- Clinical Participant Evaluation completed by clinical instructor
- Comprehensive Care Plan completed on one client co-assigned to during clinical (satisfactory/unsatisfactory)
- Skills Checklist signed by the clinical instructor and participant
- Final Participant Evaluation completed by course coordinator
- Course Evaluation completed by participant

Theory Component

The theory component is based on a textbook that will help direct and reinforce the participants learning. *(Cooper, K. & Gosnell, K. (2019). Foundations and Adult Health Nursing (8th ed): Elsevier).*

The theory component of the course has been organized into ten (10) major instructional units, a medication calculation exam, and a virtual skills lab. *(See Course Outline)* After successful completion, the participant will be awarded 120 theory hours. Continuing into the clinical component of the course is only granted upon successfully completing the theory component of the course.

Theory Evaluation and Examination Procedure

There are ten (10) unit exams, one for each instructional unit, a medication calculation test, and a virtual skills lab exam.

The examination is timed, and automatically submitted and graded with immediate feedback on the score. Participants will be required to use software application ProctorFree for proctoring of nine (10) Unit Exams and one (1) medication calculation exam.



Two opportunities are allowed to successfully complete each module post-test with a **score of 76% or greater**. If a score of less than 76% is attained on post-test A, the participant will review incorrect answers, refer to textbook content as noted in rationale and review the module material again before completing post-test B. If a score of 76% or greater is not obtained on either post-test A or B, the participant will be **dismissed from the program**.

Participants are required to take a medication calculation exam at the end of Unit ten (10). The participant must obtain an 100% to pass the exam. Participants will be given three attempts to successfully complete the medication calculation exam. If the participants do not obtain a 100% on exam, A, B, or C then this will result is dismissal from the program.

Clinical Component

Clinical experiences can be held in various clinical settings including but not limited to nursing homes, hospitals, surgery centers, urgent care centers, rehabilitation centers, daycare facilities, home health or hospice agencies.

Enrollment in the clinical portion of the course requires success completion of all required theory hours and content, 4-hour hands on skills lab, and Pre-clinical requirements through Castle Branch.

The participants clinical experience **must be completed within 8 weeks** of starting the experience. Only under unusual circumstances will this time period be extended. Should such an extension become necessary, it must be agreed upon in writing by the Clinical Instructor, the Course Coordinator, and the Nurse Refresher Participant.

Required Clinical Hours

A *minimum* of 80 clinical hours is required for course completion.

License

When required, a limited license must be obtained from the Connecticut State Department of Public Health during the clinical component of the refresher course that allows nursing practice only under the direct personal supervision of a licensed registered nurse identified as the clinical instructor. The limited license is only valid for a specific time period and may not be used for gainful employment.

Clinical Plan and Pre-Clinical Requirements

Participants that elect to complete only the theory portion of the course *will not* need to submit the above pre-admission or pre-clinical requirement. However, these applicants must submit a copy of a government issued identification card with the enrollment application.

When preparing for clinical, the participant must submit the following **required** documents and allow at least **two (2) weeks** for the documents to be approved and for the participant to receive an approval to attend the clinical portion of the course.

The following pre-clinical requirements must be uploaded and approved to the participants Castlebranch account in order to received approval for clinical.

1. Copy of Government issued photo identification card (submitted with application)
2. FBI Background Check with Fingerprinting (completed with application)
3. Online Background Check (completed with application)
4. Completed ReNurse Academy provided Physical Form
 1. Multi-Waiver Release Form
 2. Measles (Rubeola) Immunity
 3. Mumps Immunity
 4. Rubella (German Measles) Immunity



5. Varicella Immunity
6. Hepatitis B Immunity or Waiver
7. TB skin test or (Chest X-Ray)
8. Tetanus, Diphtheria, Pertussis Immunity
9. Influenza Vaccination – required during flu season October – March
10. COVID-19 Test (participants must present a negative viral test completed **no more than 3 days** before their clinical experience start date.

NOTE: The current State Executive Order requires clinical facilities to perform weekly COVID-19 Testing.

5. CPR Certification for the Professional Rescuer / Health Care Provider
6. Proof of Personal Health Insurance Coverage
7. Professional Liability Insurance
8. Drug Screening (12 panel – current within 3 months of beginning clinical)
9. Temporary Permit or Limited License (when required)

Once all of the above items have been successfully completed, received and approved by ReNurse Academy, the participant then shall use the scheduling link on ReNurse Academy's website to plan and schedule clinical hours with the clinical instructor. A minimum of two (2) weeks scheduling notice is required for scheduling.

For example, Today is 1/1/2021 clinical experience scheduling cannot be made until at least 1/16/2021.

Participants will be given the opportunity to schedule their clinical experience and given all necessary instructions to schedule the hours via the ReNurse Academy's clinical scheduling link.

Participants must schedule a **minimum of twenty (20) hours a week**. Clinical instructors will be available between the hours of 8:00 am to 9:00 pm, Monday to Friday.

Full-time participants can complete clinical experience in approximately 2 to 2 ½ weeks and part-time participants can complete the clinical experience in approximately 4 to 4 ½ weeks.

Once a participant has scheduled their clinical experience it cannot be changed. Missed clinical time can be rescheduled once. The reschedule fee is \$150

Clinical Evaluation Procedure

The clinical experience will be evaluated by:

1. The clinical instructor using the ReNurse Academy provided evaluation form
2. Clinical Hours Log
3. The participants typed clinical experience reflecting summary on what was learned during the experience (400 words or more).

The clinical experience requires a satisfactory performance evaluation by the clinical instructor. If the participant's performance is unsatisfactory on any given clinical day, it will be the discretion of the clinical instructor whether or not to count that clinical day towards the participants total required hours for the clinical component.

If the participants overall clinical performance is unsatisfactory, the clinical instructor and program director will determine if the participant requires further experience beyond the required clinical hours or if a dismissal from program is necessary.

Participants needing further clinical experience will be determine on a case-by-case basis. For further clinical experiences the participant must pay \$50/per hour for any extra hours needed.



Admission Requirements

The refresher course considers enrollment from prospective participants in the following circumstances:

- Formerly licensed LPNs who wish to reapply their nursing licensure.
- Currently licensed LPNs who desire to refresh their knowledge or skills in the profession, due to time away from practice.
- Graduate Practical Nurses who have successfully completed an LPN education program however have not yet successfully completed the NCLEX-LPN exam. Admission for this participant is accompanied by the requirement that s/he must successfully complete the NCLEX-LPN exam prior to receiving approval to begin the clinical component of the course.
- A nurse who has been directed by the State Board of Examiners for Nursing (BOEN) to complete a Refresher Course.

Conditional Admission

Admission to the clinical portion of the refresher course is conditioned on the results of the background checks completed through Castlebranch.

If a prospective participant has been convicted, pled guilty or no contest to, or received a suspended imposition of sentence for a felony or other criminal offence, or is under disciplinary action with their current or former Board of Nursing, the participant is advised it may not be possible to be accepted into the refresher course at ReNurse Academy. Participants may be denied reinstatement from their state Board of Nursing, from taking the required licensure exam, and/or may be prevented from gaining employment in the field of nursing.

NOTE: Prospective participants whose background search indicates a prior felony conviction will not be admitted to the refresher course.

How to Enroll

An enrollment request is reviewed when all of the following items are received by the admission coordinator:

1. Print and completed enrollment application
2. Licensure verification (Nursys.com)
3. Completed online background search and FBI fingerprint background search via Castle Branch

A prospective participant will not be considered for enrollment into the refresher course until both the online background check and FBI background checks are completed.

The results of the background checks will be accessible to ReNurse Academy via the prospective participants castle branch account.

Cost

Program Cost

The program cost for the LPN Refresher Course is \$1,950.00. This fee includes:

- Required course materials, books, and lab supplies
- 1 (4) hour hands-on skills lab
- Test Proctoring and Monitoring
- Liability Insurance (NSO)



- Supervision and coordination of the course
- Correction of exams
- Record keeping
- Consultation for course participants
- Postage and handling for initial and regular course communication
- Certificate of completion

50% (\$975) of tuition is due with the enrollment application. The remaining 50% (\$975) is due at the time of program acceptance and before access to any course material.

Available Payment plan:

30% (\$585) due with the enrollment application.

35% (\$682) of tuition is due at the time of program acceptance.

35% (\$683) is due prior to starting the course or before access to any course material.

Payments may be made via check, money order or credit card. The accepted credit cards are Mastercard, VISA, American Express, and Discover.

Castle Branch

All participants must establish an account with Castle Branch, the chosen vendor for document management. Castle Branch has been endorsed by the AACN-American Association of Colleges of Nursing, and it's the source to submit program pre-admission and the fore-mentioned clinical requirements.

The Castle Branch Clinical package is \$140. This fee is an additional cost and is not included in the overall program cost. This fee is paid directly to Castle Branch for the following services:

Background Screening Package:

Residence History

Social Security Check

Connecticut Statewide Search

Federal Criminal Check

Nationwide Healthcare Fraud and Abuse Check (OIG, and many others are included here)

Search of all counties of residence outside of state (flat rate)

Sex Offender Registry

12 Panel Drug Test:

Includes the following panels - Amphetamine (Methamphetamine), Barbiturates, Benzodiazepine, Cocaine, Marijuana, Methadone, Methaqualone, Opiates (Codeine & Morphine), Phencyclidine, Propoxyphene, Oxycodone, MDMA, Validity Testing.

Compliance Tracker- Includes tracking of all requirement documents for 1 year, with review of documents by Castlebranch, ReNurse Academy, and the participant.

These costs are an additional cost and should be paid directly to Castle Branch.

Participants that choose only to complete the theory component of this course does not have to open a Castle Branch account.

Textbook

The participants will receive the following textbook included in their program fee

Cooper, K. & Gosnell, K. (2019). Foundations and Adult Health Nursing (8th ed): Elsevier. (eBook)

Elsevier Inc. (2019). Evolve HESI PN Case Studies [online software]. Available from <https://evolve.elsevier.com>



Assessment Technologies Institute (ATI) Supported Modules

Skills Modules 3.0

Dosage Calculation and Safe Medication Administration 3.0

Pharmacology Made Easy 3.0

Recommended:

Nurse's Drug Guide

Nursing Diagnosis Handbook

Withdrawal or Refund

If the participant receives the course materials and decides against continuing, s/he is allowed 7 days from the date of enrollment to return the course materials and receive 50% of the course tuition. After 7 days, no refund will be granted.

Participants will not be granted a refund if s/he is dismissed from the refresher course.

References

Refresher Course - LPN. South Dakota State University. (n.d.). <https://www.sdstate.edu/nursing/refresher-course-lpn>.



Course Outline

All course materials and theory module exams are delivered online through Canvas Learning Management, Elsevier, and Assessment Technologies Institute (ATI) supported modules.

Theory Component

Orientation

Participants will complete orientation modules and instructional resources for ReNurse Academy, and such as Evolve, ATI, and Canvas tutorials.

Unit 1

Foundations and Settings

Section 101: Nursing Roles and Responsibilities

Section 102: Legal and Ethical Issues in Nursing

Section 103: Basic Human Needs and Health promotion throughout lifespan

Section 104: Transcultural Nursing

Section 105: Community Health

Unit Exam #1: 25 multiple choice questions

Unit 2

Personal, Environmental Health and Safety

Section 201: Microbes, People, and Disease Transmission

Section 202: Medical Asepsis

Section 203: Infection Control

Section 204: Emergency Response and Care

Unit Exam #2: 25 multiple choice questions

Unit 3

Development Throughout the Life Cycle

Section 301: Body Mechanics and Patient Mobility

Section 302: Nursing Process and Critical Thinking

Section 303: Documentation, Charting and Reporting

Section 304: Therapeutic Communication

Unit Exam #3: 25 multiple choice questions

Unit 4

The Nursing Process and Focus Studies

Section 401: Nutritional Concepts and related Therapies

Section 402: Vital Signs and Data Collection

Section 403: Elimination and Specimen Collection
Section 404: Comfort, Rest, Sleep, and Pain Management
Section 405: Applying Heat and Cold Therapies
Section 406: Personal Hygiene

Unit Exam #4: 25 multiple choice questions

Unit 5

Adult Care Nursing (Part 1) and (4) selected ATI pharmacology

Section 501: Postoperative Care
Section 502: Skin Care
Section 503: Oxygenation Therapy

Unit Exam #5: 25 multiple choice questions

Unit 6

Adult Care Nursing (Part 2) and (4) selected ATI pharmacology

Section 601: Lifespan Development
Section 602: Loss, Grief, Dying, and Death

Unit Exam #6: 25 multiple choice questions

Unit 7

Adult Care Nursing (Part 3) and (4) selected ATI pharmacology

Section 701: Measurements, Conversions, and Dosage Calculations
Section 702: Introduction to Pharmacology
Section 703: Classifications of Medication

Unit Exam #7: 25 multiple choice questions

Unit 8

ATI Skills/Client Care (Part 1)

Section 801: Assessment (Data Collection) Skills
Section 802: General Physical Survey
Section 803: Physical Assessment (Data Collection)

Unit Exam #8: 25 multiple choice questions

Unit 9

ATI Skills/Client Care (Part 2)

Section 901: Basic Pathophysiology
Section 902: Fluid and Electrolyte Imbalances
Section 903: Disorders in Fluid and Electrolyte Imbalances

Unit Exam #9: 25 multiple choice questions

Unit 10

ATI Pharmacology and Dosage Calculation & Safe Medication Administration and ATI Skills

Section 1001: Dementias and Related Disorders
Section 1002: Addictive personalities and Substance Abuse

Unit Exam #10: 25 multiple choice questions

Final Medication Calculation Exam: 10 math questions that require the participant to calculate and document their answer. (3 attempts to pass)

Virtual Skills Lab Exam: Participants will complete four (4) virtual ATI Skill scenarios: HIPAA, Nutrition, Pain Assessment (Data Collection) and Vital Signs.

Theory Evaluation and Examination Procedures:

There are ten (10) Unit Exams one (1) for each instructional unit, a Final Medication Calculation Exam, and virtual skills lab Exam.

Participants will be provided a reading to help guide learning, for the test preparation and may be used for testing. There are a total of ten (10) Unit Exams. Units one (1) through ten (10) contain a unit exam that consist of multiple-choice questions. Each examination contains twenty-five (25) questions in varying formats such as true/false, multiple choice, or multiple select.

There are two (2) attempts to successfully complete each module post-test with a **score of 76% or greater**. If a score of less than 76% is attained on Unit Exam A, the participant will review incorrect answers, refer to textbook content as noted in rationale and review the module material again before completing Unit Exam B. If a score of 76% or greater is not obtained on either Unit Exam A or B, the participant will be **dismissed** from the program.

Final Medication Calculation Exam

The participant will take a medication calculation test in Canvas at the end of the theory portion of the course in module ten (10), and before proceeding to clinical. The test includes ten (10) questions that require the participant to calculate and document their answer. A practice medication calculation test is available for participants to help prepare for the final test and may be utilized as many times as needed.

Three (3) opportunities are allowed to successfully complete the medication calculation test with a **score of 100%**. The participant will take test A. If a score of less than 100% is attained on test A, the participant will review questions answered incorrectly noting their rationale, and review ATI modules as needed. After review, the participant will take test B. If a score of less than 100% is attained on test B, the participant will review questions answered incorrectly noting their rationale and review ATI modules as needed. When participant is ready for the final attempt, test C, the participant will email instructor the date and time they request to take test C. The instructor will open test C for participant completion. If a score of less than 100% is attained on medication calculation tests A, B and C, the participant will be **dismissed** from the program.

The participant will complete course review and exams at a time and location of their choosing.

Participants are required to have camera access on their computer when taking a module exam and the final medication exam for a **proctor exam**. This webcam may be included in the participant's computer, or an added accessory. A webcam is not provided by ReNurse Academy and will be an additional cost to the participant. When logging in to take an exam in the course learning management system Canvas the participant will initially download the safe and free proctoring software application ProctorFree. This application will provide participant verification and testing security measures, and video the participant while an exam is taken to allow for review of any unethical concerns during testing.

A desktop or laptop computer is required when taking exams. iPads, iPhones, Tablets, etc. are not permissible. The system requirements are:

- Windows 10, 8, 7
- MacOS 10, 12 or higher

ATI Pharmacology Made Easy:

There are twelve (12) pharmacology modules assigned in units five (5) through seven (7). Each pharmacology module includes a welcome/introductory, lessons, activities, and case study. The unit exam contains twenty-five (25) NCLEX-style questions to assess knowledge acquisition.

- Introduction to Pharmacology
- Cardiovascular System
- Endocrine System
- Gastrointestinal System
- Hematologic System
- Immune System

- Musculoskeletal System
- Neurological (I & II)
- Reproductive and Genitourinary System
- Respiratory System
- Infection
- Pain and Inflammation

By the end of this tutorial, participants will be more knowledgeable about medication safety and better prepared for pharmacology in nursing.

ATI Dosage Calculation and Safe Medication Administration:

This ATI product is an interactive, media-rich, online tutorial that is designed to help the participant learn the basics of safe medication administration. The dosage calculation series improves comprehension and critical thinking skills in relation to safely calculating medication dosages. The seven (7) assigned modules include activity questions interspersed throughout the material to provide practice problems, in which the participant receives immediate feedback with rationales provided for both correct and incorrect answer choices along with equations to reinforce learning.

For all ATI exams, the participant must receive a **score of 76% or greater**. If a 76% is not attained on the first attempt, participants will re-take the test as often as needed until a passing score of 76% or greater is achieved.

ATI Skills:

Nineteen (19) required ATI Skills provide learning opportunities related to the requirements of a nurse in various clinical settings and are assigned in modules eight (8) through ten (10). The ATI Skills provide in-depth information and visual cues for each learning experience. ATI Skills are designed with a pre-test, completion of learning modules, then followed by a post-test. Case studies in the form of practice challenges are included with each module. The modules will support the participant's skill-building, apply the theoretical and evidence-based information, and instill confidence in the understanding of skills.

1. Airway management
2. Bowel elimination (Enemas)
3. Comprehensive physical Assessment (Head to Toe Data Collection) of an adult
4. Concepts of medication administration (medication administration #1)
5. Diabetes Mellitus management
6. Enteral tube feeding
7. Infection control
8. Injectable medication administration (medication administration #2)
9. IV Therapy
10. Mobility (ambulation, transferring, and range of motion)
11. Nasogastric intubation
12. Oral and topical medication administration (medication administration #3)
13. Ostomy care
14. Oxygen therapy
15. Personal hygiene
16. Specimen collection
17. Surgical asepsis
18. Urinary elimination (urinary catheter care)
19. Wound Care

Participants will also complete four (4) virtual ATI Skill scenarios:

- HIPAA
- Nutrition
- Pain Assessment (Evaluation)
- Vital signs

HESI Case Studies

HESI Preparation Suite: PN Case Studies & Practice Tests combines two highly effective products into one comprehensive solution to help ensure your students are confident and prepared for HESI exams and the NCLEX. HESI Case Studies challenge

students to apply their knowledge to real-world, unfolding patient care scenarios and develop clinical reasoning skills. HESI Practice Tests introduce students to standardized tests that assess and measure their understanding of key concepts through application-level, NCLEX-style questions. Together, they are an ideal combination to prepare students for exam and NCLEX success.

Hands on Skills Lab

Participants are required to attend a 4-hour skills lab prior to beginning clinical.

Participants will be required to perform a in person skills check off on:

1. Airway management
2. Bowel elimination (Enemas)/ Specimen collection
3. Comprehensive physical assessment (Head to Toe Evaluation) of an adult
4. Enteral tube feeding
5. Surgical asepsis
6. Medication Administration (All routes)
7. Urinary elimination (urinary catheter care)
8. Infection control/Wound Care

Participants will be evaluated for competency and must demonstrate competency prior to attending clinical. Participants will be given the opportunity to schedule their hands-on skill lab day via ReNurse Academy's scheduling link.

The skills lab day must be scheduled within 2 weeks of the clinical experience.

Once a lab day has been scheduled it cannot be changed. However, a skill lab can be rescheduled **once**. The reschedule fee is \$150

Participants will be evaluated for competency and must demonstrate competency in order to successfully complete the lab prior to attending clinical.

Clinical Component

Clinical experiences can be held in various clinical settings including but not limited to nursing homes, hospitals, surgery centers, urgent care centers, rehabilitation centers, daycare facilities, home health or hospice agencies.

Enrollment in the clinical portion of the course requires success completion of all required theory hours and content. The participants clinical experience **must be completed within 8 weeks** of starting the experience. Only under unusual circumstances will this time period be extended. Should such an extension become necessary, it must be agreed upon in writing by the Clinical Instructor, the Course Coordinator, and the Participant.

Required Clinical Hours

A *minimum* of 80 clinical hours is required for course completion.

License

When required, a limited license must be obtained from the Connecticut State Department of Public Health during the clinical component of the refresher course that allows nursing practice only under the direct personal supervision of a licensed registered nurse identified as the clinical instructor. The limited license is only valid for a specific time period and may not be used for gainful employment.

Clinical Plan and Pre-Clinical Requirements

When preparing for clinical, the participant must submit the following **required** documents in order to be approved and clear to attend the clinical portion of the course.

1. Copy of Government issued photo identification card (submitted with enrollment)
2. FBI Background Check with Fingerprinting (completed with enrollment application)
3. Online Background Check (completed with enrollment application)
4. Completed ReNurse Academy provided Physical Form
 1. Multi-Waiver Release Form
 2. Measles (Rubeola) Immunity
 3. Mumps Immunity
 4. Rubella (German Measles) Immunity
 5. Varicella Immunity
 6. Hepatitis B Immunity or Waiver
 7. TB skin test or (Chest X-Ray)
 8. Tetanus, Diphtheria, Pertussis Immunity
 9. Influenza Vaccination – required during flu season October – March
 10. COVID-19 Test (participants must present a negative viral test completed **no more than 3 days** before their clinical experience start date.

NOTE: The current State Executive Order requires clinical facilities to perform weekly COVID-19 Testing.
5. CPR Certification for the Professional Rescuer / Health Care Provider
6. Proof of Personal Health Insurance Coverage
7. Professional Liability Insurance
8. Drug Screening (12 panel – current within 3 months of beginning clinical)
9. Temporary Permit or Limited License (when required)

Once all documents have been received and approved by ReNurse Academy the participant then shall use the scheduling link on ReNurse Academy's website to plan and schedule clinical hours with the clinical instructor. A minimum of two (2) weeks scheduling notice is required for scheduling.

For example, Today is 1/1/2021 clinical experience scheduling cannot be made until at least 1/16/2021.

Participants will be given the opportunity to schedule their clinical experience and given all necessary instructions to schedule the hours via ReNurse Academy's clinical scheduling link.

Participants must schedule a **minimum of twenty (20) hours a week**. Clinical instructors will be available between the hours of 8:00 am to 9:00 pm, Monday to Friday.

Full-time participants can complete clinical experience in approximately 2 to 2 ½ weeks and part-time participants can complete the clinical experience in approximately 4 to 4 ½ weeks.

Once a participant has scheduled their clinical experience it cannot be changed. Missed clinical time can be rescheduled once. **The reschedule fee is \$150.**

Participants that elect to complete only the theory portion of the course *will not* need to submit the above pre-admission or pre-clinical requirement. However, these applicants must submit a copy of a government issued identification card with the enrollment application.



COURSE SYLLABUS

Licensed Practical Nurse Refresher Course

COURSE TITLE	<i>Licensed Practical Nurse Refresher Course</i>
COURSE LENGTH	200 Clock Hours
DIDACTIC (Lecture):	120 Clock Hours
CLINICAL HOURS	80 Clock Hours
PRE-REQUISITE	NONE

Office Hours:

The program coordinator Brittany Faison can be reached for questions and technical support via email at renurseacademy@gmail.com, or by phone at 203-491-6118, weekdays from 8:00AM - 4:00PM. You may also schedule a zoom meeting by appointment. The program coordinator will get back to you as soon as possible, usually within three business days.

Course Format:

This course is offered as a self-paced online learning experience, including but not limited to, background and historical information, interactive modules, online resources and case reviews, additional links and articles, comprehension quizzes, online discussion groups, and the Final Exam. All components of the course have been designed with your success in mind. Participants should be prepared to spend on average three (3) months on coursework, based entirely upon the time and attention each participant is able to put toward the course. Online course materials will be available to participants for nine (9) months.

Course Description:

The licensed practical nurse refresher course provides individualized teaching and learning experiences to update the clinical skills and competency of licensed practical nurses and to provide support and encouragement for the Refresher's return to active nursing. The theory course takes place online and at various affiliated clinical facilities. This course is approved by the Connecticut Board of Examiners for Nursing and meets the requirements for an LPN Refresher Course. Participants will complete 120 online theory hours and 80 required clinical hours.

Course Objectives: Upon successful completion of this course, the participants will have an understanding of, and be capable of discussing and demonstrating competence in the following subjects:

- ✦ Review the current role of an LPN according to the State Nursing Practice Act.
- ✦ Review current philosophy, social and economic trends, and objectives in nursing today.
- ✦ Review previously acquired nursing knowledge and clinical skills.
- ✦ Understand the function of the LPN in evaluating patient needs and in planning individualized care.
- ✦ Review and increase knowledge of selected medical and surgical conditions, therapies and procedures, current diagnostic and treatment measures and patient care needs.
- ✦ Demonstrates knowledge and safe administration of medications and treatments.
- ✦ Discuss current management concepts utilized in the following areas:
 - Basic Concepts in Nursing
 - Nursing Concepts and Challenges in Clinical Practice
 - Concepts in Clinical Practice and Related skills

Tip for Success:

- ✦ Organize and manage time effectively
- ✦ Set realistic goals for yourself regarding how much you want to accomplish each week



- ✦ Plan to spend a dedicated amount of time to the course and your studies each week
- ✦ Dedicate a space for quiet, uninterrupted study and concentration
- ✦ Manage stress levels with self-care: exercise, good nutrition, sleep, fresh air

Participant Learning Outcomes: Upon successful completion of this course, the participant will have an understanding of, and be capable of discussing and demonstrating competence in the following subjects:

1. Participants will be able to demonstrate knowledge and competency of the nursing process and key nursing intervention for adult care. This will be measured by the participants achievement of a passing grade in both the theory and clinical portion of the course.
2. Participants will be able to demonstrate competency and compliance with the standards of practice for licensed practical nurses. This will be measured by content examination, clinical skills demonstration and performance in core elements of practice such as privacy, safety, dignity, and patient rights.
3. Participants will be able to demonstrate competence of key nursing skills required to provide safe, and competent nursing care in numerous environments. This will be measured by an administered skills competency test, that contains key elements for required skills.

Required Course Materials and Textbooks: (included in Program Fee)

Cooper, K. & Gosnell, K. (2019). Foundations and Adult Health Nursing (8th ed): Elsevier. (eBook)

Elsevier Inc. (2019). Evolve HESI PN Case Studies [online software]. Available from <https://evolve.elsevier.com>

Assessment Technologies Institute (ATI) Supported Modules

Skills Modules 3.0

Dosage Calculation and Safe Medication Administration 3.0

Pharmacology Made Easy 3.0

Recommended:

Nurse's Drug Guide

Nursing Diagnosis Handbook

Required Technology

All course materials and theory module exams are delivered online through Canvas Learning Management, Elsevier, and Assessment Technologies Institute (ATI) supported modules. The participant will complete course review and exams at a time and location of their choosing.

Participants are required to have camera access on their computer when taking a module exam **proctor exam**. This webcam may be included in the participant's computer, or an added accessory. A webcam is not provided by ReNurse Academy and will be an additional cost to the participant. When logging in to take an exam in Canvas (LMS) the participant will initially download the safe and free software application ProctorFree. This application will provide participant verification and testing security measures, and video the participant while an exam is taken. This application will provide participant verification and testing security measures, and video the participant while an exam is taken to allow for review of any unethical concerns during testing.



A desktop or laptop computer is required when taking exams. iPads, iPhones, Tablets, etc. are not permissible. The system requirements are:

- Windows 10, 8, 7
- MacOS 10, 12 or higher

It may not be possible to access exams when using a computer operating system that is not listed above.

Web Browser

Participants need to make sure their browser is properly configured to use the Canvas LMS. The following checks ensure that the browser is properly configured to use the system. A desktop or laptop computer is recommended when taking exams. iPads, iPhones, Tablets, etc. are discouraged.

- JavaScript
- Cookies enabled
- Screen resolution recommendation –1024 by 768 pixels
- Rich content editing 4

Electronic Device Policy

Electronic devices should be turned off or placed on vibrate during participation in any ReNurse Academy's course activities. Devices are not to be handled in any patient care areas. In an event of an emergency the participant should utilize their devices in non-patient care areas. Electronic devices can be used in designed break areas during break time.

Test-Taking Policy:

There are ten (10) unit exams, one for each instructional unit, a medication calculation test, and a virtual skills lab exam.

The examination is timed, and automatically submitted and graded with immediate feedback on the score. Participants will be required to use software application ProctorFree for proctoring of ten (10) Unit Exams and one (1) medication calculation exam.

Two opportunities are allowed to successfully complete each module post-test with a **score of 76% or greater**. If a score of less than 76% is attained on post-test A, the participant will review incorrect answers, refer to textbook content as noted in rationale and review the module material again before completing post-test B. If a score of 76% or greater is not obtained on either post-test A or B, the participant will be **dismissed from the program**.

Participants are required to take a medication calculation exam at the end of Unit ten (10). The participant must obtain an 100% to pass the exam. Participants will be given three attempts to successfully complete the medication calculation exam. If the participants do not obtain a 100% on exam, A, B, or C then this will result is dismissal from the program.

Evaluation of Participant Performance:



Participants are required to complete all course work, tests and assignments by the assigned due dates. The participant must achieve a **cumulative grade of 76% or above** to successfully pass this course.

Evaluation Methods

- Unit Exam (10)
- Medication calculation test
- Virtual skills lab exam
- In-person skills lab exam
- Clinical Evaluation completed by Clinical Instructor
- Comprehensive Care Plan completed on one client co-assigned to during clinical (satisfactory/unsatisfactory)
- Skills Checklist signed by the Clinical Instructor and participant
- Final Participant Evaluation completed by course coordinator
- Course Evaluation completed by participant

Theory Component: The on-line theory component of the LPN Refresher Course utilizes a textbook and online interactive Elsevier and ATI products. The theory portion is arranged into ten major modules in Canvas with an examination at the end of each module. ATI activities are assigned in modules five (5) through ten (10) to augment the textbook learning. Three (3) ATI products included with the course will focus on skills, pharmacology, and dosage calculation. Completion of theory involves successful completion of all required Canvas and ATI module tests.

Theory Overview:

All course materials and theory module exams are delivered online through Canvas Learning Management, Elsevier, and Assessment Technologies Institute (ATI) supported modules.

Instructional Methods

- Course orientation
- Periodic conferences, as needed
- Independent Learning Guide (online)
- Clinical skills lab
- Clinical experience

Orientation

Participants will complete orientation modules for ReNurse Academy and its instructional resources such as Evolve, ATI, and Canvas.

Unit 1

Foundations and Settings

Section 101: Nursing Roles and Responsibilities

Section 102: Legal and Ethical Issues in Nursing

Section 103: Basic Human Needs and Health promotion throughout lifespan

Section 104: Transcultural Nursing

Section 105: Community Health

Unit Exam #1: 25 multiple choice questions



Unit 2

Personal, Environmental Health and Safety

Section 201: Microbes, People, and Disease Transmission

Section 202: Medical Asepsis

Section 203: Infection Control

Section 204: Emergency Response and Care

Unit Exam #2: 25 multiple choice questions

Unit 3

Development Throughout the Life Cycle

Section 301: Body Mechanics and Patient Mobility

Section 302: Nursing Process and Critical Thinking

Section 303: Documentation, Charting and Reporting

Section 304: Therapeutic Communication

Unit Exam #3: 25 multiple choice questions

Unit 4

The Nursing Process and Focus Studies

Section 401: Nutritional Concepts and related Therapies

Section 402: Vital Signs and Data Collection

Section 403: Elimination and Specimen Collection

Section 404: Comfort, Rest, Sleep, and Pain Management

Section 405: Applying Heat and Cold Therapies

Section 406: Personal Hygiene

Unit Exam #4: 25 multiple choice questions

Unit 5

Adult Care Nursing (Part 1) and (4) selected ATI pharmacology

Section 501: Postoperative Care

Section 502: Skin Care

Section 503: Oxygenation Therapy

Unit Exam #5: 25 multiple choice questions

Unit 6

Adult Care Nursing (Part 2) and (4) selected ATI pharmacology

Section 601: Lifespan Development

Section 602: Loss, Grief, Dying, and Death

Unit Exam #6: 25 multiple choice questions

Unit 7

Adult Care Nursing (Part 3) and (4) selected ATI pharmacology

Section 701: Measurements, Conversions, and Dosage Calculations

Section 702: Introduction to Pharmacology

Section 703: Classifications of Medication



Unit Exam #7: 25 multiple choice questions

Unit 8

ATI Skills/Client Care (Part 1)

Section 801: Assessment (Data Collection) Skills

Section 802: General Physical Survey

Section 803: Physical Assessment (Data Collection)

Unit Exam #8: 25 multiple choice questions

Unit 9

ATI Skills/Client Care (Part 2)

Section 901: Basic Pathophysiology

Section 902: Fluid and Electrolyte Imbalances

Section 903: Disorders in Fluid and Electrolyte Imbalances

Unit Exam #9: 25 multiple choice questions

Unit 10

ATI Pharmacology and Dosage Calculation & Safe Medication Administration and ATI Skills

Section 1001: Dementias and Related Disorders

Section 1002: Addictive personalities and Substance Abuse

Unit Exam #10: 25 multiple choice questions

Final Medication Calculation Exam: 10 math questions that require the participant to calculate and document their answer. **(3 attempts to pass)**

Virtual Skills Lab Exam: Participants will complete four (4) virtual ATI Skill scenarios: HIPAA, Nutrition, Pain Assessment and Vital Signs.

Module Tests: A reading outline is provided for the participant to use to guide learning, for test preparation and may be used for testing. Modules one (1) through ten (10) contain multiple choice examinations. Each examination contains twenty-five (25) questions in varying formats such as true/false, multiple choice, or multiple select. Two opportunities are allowed to successfully complete each module post-test with a **score of 76% or greater**. If a score of less than 76% is attained on post-test A, the participant will review incorrect answers, refer to textbook content as noted in rationale and review the module material again before completing post-test B. If a score of 76% or greater is not obtained on either post-test A or B, the participant will be **dismissed from the program**.

ATI Pharmacology Made Easy: Twelve (12) pharmacology modules are assigned in modules five (5) through seven (7). Each pharmacology module includes a welcome/introductory, lessons, activities, and case study. The post-test contains twenty-five (25) NCLEX-style questions to assess knowledge acquisition.

ATI Skills: Nineteen (19) required ATI Skills provide learning opportunities related to the requirements of a nurse in various clinical settings and are assigned in modules eight (8) through ten (10). The ATI Skills provide in-depth information and visual cues for each learning experience. ATI Skills are designed with a pre-test, completion of learning modules, then followed by a post-test. Case studies in the form of practice challenges are included with each module. The modules will support the participant's skill-building, apply the theoretical and evidence-based information, and instill confidence in the understanding of skills.



Participants will also complete four (4) virtual ATI Skill scenarios: HIPAA, Nutrition, Pain Assessment and Vital Signs.

ATI Dosage Calculation and Safe Medication Administration: This ATI product is an interactive, media-rich, online tutorial that is designed to help the participant learn the basics of safe medication administration. The dosage calculation series improves comprehension and critical thinking skills in relation to safely calculating medication dosages. The seven (7) assigned modules include activity questions interspersed throughout the material to provide practice problems, in which the participant receives immediate feedback with rationales provided for both correct and incorrect answer choices along with equations to reinforce learning.

For all ATI exams, the participant must receive a **score of 76% or greater**. If a 76% is not attained on the first attempt, participants will re-take the test as often as needed until a passing score of 76% or greater is achieved.

Final Medication Calculation Test: The participant will take a medication calculation test in Canvas at the end of theory in module ten (10), and before proceeding to clinical. The test includes ten (10) questions that require the participant to calculate and document their answer. A practice medication calculation test is available for participants to help prepare for the final test and may be utilized as many times as needed.

Three (3) opportunities are allowed to successfully complete the medication calculation test with a **score of 100%**. The participant will take test A. If a score of less than 100% is attained on test A, the participant will review questions answered incorrectly noting their rationale, and review ATI modules as needed. After review, the participant will take test B. If a score of less than 100% is attained on test B, the participant will review questions answered incorrectly noting their rationale and review ATI modules as needed. When participant is ready for the final attempt, test C, the participant will email instructor the date and time they request to take test C. The instructor will open test C for participant completion. If a score of less than 100% is attained on medication calculation tests A, B and C, the participant will be dismissed from the program.

Clinical Component:

Clinical experiences can be held in various clinical settings including but not limited to nursing homes, hospitals, surgery centers, urgent care centers, rehabilitation centers, adult daycare facilities, home health, hospice agencies, group homes, rehabilitation centers, or Health Departments, etc.

Enrollment in the clinical portion of the course requires success completion of all required theory hours and content, 4-hour hands on skills lab, and Pre-clinical requirements through Castle Branch.

The participants clinical experience **must be completed within 8 weeks** of starting the experience. Only under unusual circumstances will this time period be extended. Should such an extension become necessary, it must be agreed upon in writing by the Clinical Instructor, the Course Coordinator, and the Nurse Refresher Participant.

Required Clinical Hours

A *minimum* of 80 clinical hours is required for course completion.

Missed Clinical Time

Once a participant has scheduled their clinical experience it cannot be changed. Missed clinical time can be rescheduled **once**. To reschedule missed clinical time there is a non-refundable fee \$150.



License

When required, a limited license must be obtained from the Connecticut State Department of Public Health during the clinical component of the refresher course that allows nursing practice only under the direct personal supervision of a licensed registered nurse identified as the clinical instructor. The limited license is only valid for a specific time period and may not be used for gainful employment.

Clinical Plan and Pre-Clinical Requirements

Participants that elect to complete only the theory portion of the course *will not* need to submit the above pre-admission or pre-clinical requirement. However, these applicants must submit a copy of a government issued identification card with the enrollment application.

When preparing for clinical, the participant must submit the following **required** documents and allow at least two (2) weeks for the documents to be approved and for the participant to receive an approval to attend the clinical portion of the course.

The following pre-clinical requirements must be uploaded and approved to the participants Castlebranch account in order to received approval for clinical.

1. Copy of Government issued photo identification card (submitted with application)
2. FBI Background Check with Fingerprinting (completed with application)
3. Online Background Check (completed with application)
4. Completed ReNurse Academy provided Physical Form
 1. Multi-Waiver Release Form
 2. Measles (Rubeola) Immunity
 3. Mumps Immunity
 4. Rubella (German Measles) Immunity
 5. Varicella Immunity
 6. Hepatitis B Immunity or Waiver
 7. TB skin test or (Chest X-Ray)
 8. Tetanus, Diphtheria, Pertussis Immunity
 9. Influenza Vaccination – required during flu season October – March
 10. COVID-19 Test (participants must present a negative viral test completed **no more than 3 days** before their clinical experience start date.
NOTE: The current State Executive Order requires clinical facilities to perform weekly COVID-19 Testing.
5. CPR Certification for the Professional Rescuer / Health Care Provider
6. Proof of Personal Health Insurance Coverage
7. Professional Liability Insurance
8. Drug Screening (12 panel – current within 3 months of beginning clinical)
9. Temporary Permit or Limited License (when required)

Once all of the above items have been successfully completed, received and approved by ReNurse Academy, the participant then shall use the scheduling link on ReNurse Academy's website to plan and schedule clinical hours with the clinical instructor. A minimum of two (2) weeks scheduling notice is required for scheduling.

For example, Today is 1/1/2021 clinical experience scheduling cannot be made until at least 1/16/2021.

Participants will be given the opportunity to schedule their clinical experience and given all necessary instructions to schedule the hours via ReNurse Academy's clinical scheduling link.



Participants must schedule a **minimum of twenty (20) hours a week**. Clinical instructors will be available between the hours of 8:00 am to 9:00 pm, Monday to Friday.

Full-time participants can complete clinical experience in approximately 2 to 2 ½ weeks and part-time participants can complete the clinical experience in approximately 4 to 4 ½ weeks.

Once a participant has scheduled their clinical experience it **cannot** be changed. Missed clinical time can be rescheduled **once**. **The reschedule fee is \$150**

Clinical Evaluation Procedure

The clinical experience will be evaluated by:

1. The clinical instructor using ReNurse Academy's provided evaluation form
2. Clinical Hours Log
3. The participants typed clinical experience reflecting summary on what was learned during the experience (400 words or more).

The clinical experience requires a satisfactory performance evaluation by the clinical instructor. If the participant's performance is unsatisfactory on any given clinical day, it will be the discretion of the clinical instructor whether or not to count that clinical day towards the participants total required hours for the clinical component.

If the participants overall clinical performance is unsatisfactory, the clinical instructor and program director will determine if the participant requires further experience beyond the required clinical hours or if a dismissal from program is necessary.

Participants needing further clinical experience will be determine on a case-by-case basis. For further clinical experiences the participant must pay \$50/per hour for any extra hours needed.

Successful Course Completion

The participant must successfully pass both the theory and clinical components to complete the refresher course. Upon successful completion, the participant will be mailed a certificate. A copy of the certificate will also be sent to the Connecticut State Department of Public Health to document successful completion of the course.

If a participant is unable to successfully complete either the theory or the clinical portion, this will result in failure of the refresher course.

Appeals to have the opportunity to retake course exams or the clinical experience are not guaranteed and will be handled on a case-by-case basis. No participant will be allowed more than two opportunities to successfully complete clinical.

Completion Time Frame

The theory portion of course is self-paced. Once enrolled, the participant has six (9) months to complete the LPN Refresher Course. If the course is not completed within the nine-month deadline, participants may purchase a one-time extension for \$300. The extension adds **three months** for course completion. A request to extend must be received within thirty (30) days of the course end date.

After this period of time, re-enrollment with payment of the program fee and background check is required.



Course Enrollment

Admission Requirements

The refresher course considers enrollment from prospective participants in the following circumstances:

- Formerly licensed LPNs who wish to reapply for their nursing licensure.
- Currently licensed LPNs who desire to refresh their knowledge or skills in the profession, due to time away from practice.
- Graduate Practical Nurses who have successfully completed an LPN education program however have not yet successfully completed the NCLEX-LPN exam. Admission for this participant is accompanied by the requirement that s/he must successfully complete the NCLEX-LPN exam.
- A nurse who has been directed by the State Board of Examiners for Nursing (BOEN) to complete a Refresher Course.

The following must be completed:

1. Contact Castle Branch to submit Pre-Admission and Pre-Clinical requirements
 - a. *The online background check conducted by Castle Branch is commonly completed within five to ten business days. This check must provide a minimum history of seven years. The online background check must be updated yearly.
2. Provide Copy of Government issued photo identification card
3. Submit a copy of your verification of past/present licensure.
 - a. This information may be obtained free of charge from Nursys:
 - i. Select Quick Confirm Option
 - ii. Enter your information to conduct the search
 - iii. Download and email your personal report to the program coordinator
4. Complete the enrollment application.
5. Submit non-refundable application fee \$50

Conditional Admission

Admission to the clinical portion of the refresher course is conditioned on the results of the background checks completed through Castlebranch.

If a prospective participant has been convicted, pled guilty or no contest to, or received a suspended imposition of sentence for a felony or other criminal offence, or is under disciplinary action with their current or former Board of Nursing, the participant is advised it may not be possible to be accepted into the refresher course at ReNurse Academy. Participants may be denied reinstatement from the Department of Public Health, from taking the required licensure exam, and/or may be prevented from gaining employment in the field of nursing.

***NOTE:** Prospective participants whose background search indicates a prior felony conviction **will not** be admitted to the refresher course.

Course Costs

The program cost for the LPN Refresher Course is \$1,950.00. This fee includes:

- Required course materials, books, and lab supplies
- Test Proctoring and Monitoring
- Supervision and coordination of the course



- Program advising
- Regular communication
- Correction of exams
- Record keeping
- Consultation for course participants
- Postage and handling for initial and regular course communication
- Certificate of completion

50% (\$975) of tuition is due with the enrollment application. The remaining 50% (\$975) is due at the time of program acceptance and before access to any course material.

Available Payment plan:

30% (\$585) due with the enrollment application.

35% (\$682) of tuition is due at the time of course acceptance.

35% (\$683) is due prior to starting the course or before access to any course material

Payments may be made via check, money order or credit card. The accepted credit cards are Mastercard, VISA, American Express, and Discover.

Castle Branch

All participants must establish an account with Castle Branch, the chosen vendor for document management. Castle Branch has been endorsed by the AACN-American Association of Colleges of Nursing, and it's the source to submit program pre-admission and the fore-mentioned clinical requirements.

The Castle Branch Clinical package is \$140. This fee is an additional cost and is not included in the overall program cost.

This fee is paid directly to Castle Branch for the following services:

Background Screening Package:

Residence History

Social Security Check

Connecticut Statewide Search

Federal Criminal Check

Nationwide Healthcare Fraud and Abuse Check (OIG, and many others are included here)

Search of all counties of residence outside of state (flat rate)

Sex Offender Registry

12 Panel Drug Test:

Includes the following panels - Amphetamine (Methamphetamine), Barbiturates, Benzodiazepine, Cocaine, Marijuana, Methadone, Methaqualone, Opiates (Codeine & Morphine), Phencyclidine, Propoxyphene, Oxycodone, MDMA, Validity Testing.

Compliance Tracker- Includes tracking of all requirement documents for 1 year, with review of documents by Castlebranch.

These additional costs are additional cost and should be paid directly to Castle Branch.

Participants that choose only to complete the theory component of this course does not have to open a Castle Branch account.



Withdrawal or Refund

If the participant receives the course materials and decides against continuing, s/he is allowed 7 days from the date of enrollment to return the course materials and receive 50% of the course tuition. After 7 days, no refund will be granted.

Participants will not be granted a refund if s/he is dismissed from the refresher course.

ReNurse Academy may offer a refund for special or compelling personal circumstances including but not limited to:

- ⇒ Documented serious illness or disability.
- ⇒ Disability, serious illness, or death of an immediate family member.
- ⇒ Conditions that are unforeseeable and beyond participant's control that make completing the course unreasonably difficult or impossible (e.g., natural disaster, strike, relocation of spouse)
- ⇒ Military service obligations.

Compelling personal circumstances do NOT include:

- ⇒ Enrolling in another course or institution of higher education
- ⇒ Obtaining employment; or due to
- ⇒ Dissatisfaction with the program.

Any participant who feels they are eligible for a refund should submit a request via email to renurseacademy@gmail.com and include the compelling circumstance. All requests will be forwarded to the executive director who determines approval.

A participant who withdraws from the course for any reason will not be eligible for a Certificate of Completion and will not pass the course. Please notify the Program Coordinator if you are withdrawing from the course. Keep in mind, you have 9 months to complete the online program, and may apply for a one (1) time extension to 12 months for special circumstances.

General Information

- Children are not allowed to attend classes with parents.
- Participants should clean-up work area throughout the duration of the course.
- ReNurse Academy is a Smoke-Free Environment; we are promoting a better health environment for all. Thank you for your cooperation.
- Food is not allowed in clinical and laboratory areas. CLEAN UP AFTER YOURSELVES. If these areas are left a mess these privileges will be immediately removed. Beverages need to be in closed containers. During clinicals food and beverages will be allowed only during breaks.
- Drugs of any form, including alcohol, are not allowed. Any participant who is found using illegal drugs or alcohol or who arrives to class under the influence of drugs or alcohol will automatically be dismissed with no refund.
- Any participant found cheating will be dismissed with no refund. Cheating is a serious violation of academic integrity.
- Participants should cooperate with instructors and other participants.
- Please plan ahead to take care of your health throughout the course by eating right and resting adequately.
- Participants should expect to spend time out of class for homework assignments and practicing skills. Any participant unable or unwilling to complete the necessary out-of-class work should not expect to be successful in the course.



- Please have a back-up plan for both childcare and if your vehicle were to break down.

Confidentiality:

Confidentiality pertaining to all patient matters shall be strictly enforced. Under NO circumstances may a participant divulge any information concerning a patient's medical, social or financial condition, type of care, diagnosis, prognosis or other matters to the public.

Accidents:

Any accident, incident, or injury to a patient or participant must be reported to the Instructor immediately. Appropriate action will be taken upon receiving a report.

Grounds for Dismissal:

The dismissal of a participant is an individual matter, and the reasons may be complicated and complex. In making a determination to remove a participant, the participants knowledge, skills, and attitude will be considered. Following are examples of valid reasons for discharge and by no means constitute an all-inclusive list. Certain issues may be reported to authorities if warranted. Refunds won't be given to participants who are dismissed.

- ⇒ Inability to meet course objectives
- ⇒ Inability to care for residents in a safe and effective manner
- ⇒ Repeated tardiness
- ⇒ Missing more than the approved number of classroom training
- ⇒ Missing any of the scheduled clinical hours
- ⇒ Disruptive, indecent or immoral conduct or behavior
- ⇒ Possession or use of un-prescribed drugs or alcohol
- ⇒ Theft of property of the ReNurse Academy, clinical facility, staff, participants, or patients
- ⇒ Cheating
- ⇒ Neglect of duty
- ⇒ Patient abuse
- ⇒ Indiscretion concerning facility or patient affairs
- ⇒ Discourteous treatment or incompatibility with patients, public, instructor, staff, or other participants
- ⇒ Obtaining or conveying confidential information
- ⇒ Falsifying information on records
- ⇒ Use of personal cell phone
- ⇒ Receipt of two participant memorandums from the instructor

Online Conduct and Professional Behavior

Appropriate online behavior, also known as netiquette, is defined by ReNurse Academy and includes all electronic communication in the course. Course faculty reserves the right to determine whether a post or other entry is unsuitable. Inappropriate contributions may be deleted.

Harassment ReNurse Academy prohibits harassment on the basis of race, religion, sex, gender identity, color, creed, national origin, citizenship, ancestry, age, genetic information, physical or mental disability, veteran status, political ideology, marital status, pregnancy or maternity, or any other status protected by applicable state or local law. Violation of this policy may result in participant expulsion from the LPN Refresher Course. Participants who feel that another participant is harassing them based on any of the factors above, contact the program coordinator at renurseacademy@gmail.com immediately.

Reasonable Accommodations ReNurse Academy does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All participants



interested in receiving accommodations must contact Brittany Faison RN, MSN by email (renurseacademy@gmail.com) or phone at 203-491- 6118 and request the Reasonable Accommodations Request form and policy.

Assessment Appeals Participants wishing to appeal assessment content, or scores may do so by emailing renurseacademy@gmail.com or by calling 203-491- 6118 to arrange a date and time to speak with ReNurse Academy Program Director.

Completion Requirements:

To successfully complete this program the participant must:

- ⇒ Attend and participate fully and safely in all scheduled course and clinical sessions.
- ⇒ Score at least 76% on each Unit Exam given in the course.
- ⇒ Perform all core skills correctly in the skill lab portion of the course.
- ⇒ Demonstrate mastery of skills and knowledge by providing quality care to residents during clinical assignments. Mastery shall be demonstrated by performing skills at the 100% level, using judgment which indicates an understanding of the course content and a dedication to the safety and dignity of the resident, and attending and behaving appropriately in the clinical setting.

Certification:

Upon successful completion of course requirements, the participant receives the following certificates: ReNurse Academy LPN Refresher Course Certificate of Completion – (8 ½ X 11” certificate for framing)



**APPLICATION
LPN REFRESHER COURSE**

Last Name	First Name	
Address	City and State	Zip
Home Phone	Cell Phone	Email Address
Emergency Contact (Full Name)	Emergency Contact (Phone Number)	Emergency Contact (Email Address)

Choose Your Program:

LPN Refresher Program

Cost: \$1,950

Participants will complete 120 theory hours online and 80 Clinical hours at the affiliated clinical facility.

- This fee includes:
 - Required course materials and eBooks
 - 1 (4) hour hands-on skills lab
 - Test Proctoring and Monitoring
 - Liability Insurance (NSO)
 - Supervision and coordination of the course
 - Correction of exams
 - Record keeping
 - Consultation for course participants
 - Postage and handling for initial and regular course communication
 - Certificate of completion

A payment plan is available to qualifying participant.

Clinical Experience (Only)

Cost: \$350 per day

This fee is per every 8-hour experience.
(There is a 3-day minimal required = \$1,050)

Participants are required to meet clinical requirements prior to attending their clinical experience. Clinical experiences can be held in various clinical settings

LPN Refresher Program (Online theory only)

Cost: \$975

The theory component of the course has been organized into ten (10) major instructional units, a medication calculation exam, and a virtual skills lab.

After successful completion, the participant will be awarded 120 theory hours.

ReNurse Skills Booster (hands on skills only)

Cost: \$600

This is a (1) 8-hour hands on skills course

Participants will be required to perform a in person skills check off on:

- Airway management
- Bowel elimination (Enemas)
- Comprehensive Head to Toe Evaluation of an adult
- Enteral tube feeding
- Surgical asepsis
- Medication administration
- Urinary elimination (urinary catheter care)
- Wound Care

Answer the following questions:

1. Please tell us why you are enrolling in the refresher course.

Check all that apply:

- Inactive license/reapplying for nursing license in _____ (state).
- Active license, seeking to refresh knowledge and clinical skills.
- Away from active nursing for _____ years.
- A nurse who has been directed by the State Board of Examiners for Nursing (BOEN) to complete a Refresher Course. Explain: _____
- Not previously licensed. Have you passed the NCLEX exam? Yes No

Note: if you answered No, you are allowed to enroll in the course and complete theory. Before you will receive approval to begin clinical, you must *successfully* complete the NCLEX exam for the Licensed Practical Nurse

Other reason: _____

List all of the states in which you have been licensed and indicate the current status:

- | | |
|--|--|
| 1. _____ <input type="checkbox"/> Active <input type="checkbox"/> Inactive | 4. _____ <input type="checkbox"/> Active <input type="checkbox"/> Inactive |
| 2. _____ <input type="checkbox"/> Active <input type="checkbox"/> Inactive | 5. _____ <input type="checkbox"/> Active <input type="checkbox"/> Inactive |
| 3. _____ <input type="checkbox"/> Active <input type="checkbox"/> Inactive | 6. _____ <input type="checkbox"/> Active <input type="checkbox"/> Inactive |

2. Years of nursing experience _____

3. Explain your primary practice areas of nursing. Include type of setting, years of work and any specialty areas:

Legal Questions

Please answer the following questions. If you answer Yes to any of the questions, provide a complete description of the dates and circumstances on a separate piece of paper. You must attach supporting documents that are applicable.

- A. Have you ever been convicted, pled guilty or no contest, or received a suspended imposition of sentence for a felony or other criminal offense (excluding minor traffic violations)?
 Yes No
- B. Is there any pending criminal prosecution against you which would constitute a felony?
 Yes No
- C. Within the last three years, have you been treated for abuse or misuse of any alcohol or chemical substance to the extent that your ability to safely participate in this course would be impaired?
 Yes No



- D. Within the past three years, have you experienced a physical, emotional, or mental condition that has endangered the health or safety of persons entrusted in your care?
 Yes No

- E. I understand that if I am convicted, plead guilty or no contest, or receive a suspended imposition of sentence for a felony or other criminal offense (excluding minor traffic violations) while enrolled in the Refresher Course, I will report the offense to ReNurse Academy Nursing
 Yes No

Enrollment Application Readiness Review

Please answer the following questions. If you answer No to any of the statements, contact the ReNurse Academy Program Director to review the requirement and your requested enrollment.

- A. I have contacted the State Board of Examiners for Nursing in which I wish to renew/endorse my license to confirm what requirements are needed for my particular situation.
 Yes No

- B. I have included verification of my past or present nursing license, available at Nursys (select Quick Confirm). If your state does not participate in Nursys, you may obtain verification from each state Board of Nursing in which you were/are currently licensed.
 Yes No

- C. I have reviewed the LPN Refresher Course Program Overview located on our website.
 Yes No

- D. I have opened an account with Castle Branch in my legal first and last name as recorded on page one of this application and have requested the two background searches required for enrollment to begin. I understand my enrollment for application may be received, but not accepted until the results of both background searches are accessible by ReNurse Academy.
 Yes No

- E. In preparation for clinical, I acknowledge that Castle Branch will be my document manager.
 Yes No

Initial next to each as acknowledgment of program requirement:

- _____ I am aware that attendance for all scheduled class times is mandatory.
- _____ I am aware that I must complete and pass both a criminal background and drug screening prior to acceptance.
- _____ I am aware that I must have up to date- CPR training for Health Care Provider prior to the first day of clinical.
- _____ I am aware that I must meet the health care requirements completed through Castle Branch (physical exam, 2-step TB skin test, Tdap, MMR, Varicella, and Hepatitis B series prior to the first day of clinical).
- _____ I hereby verify that all of the information contained in this document is accurate and truthful to the best of my knowledge:

Applicant Signature

Date





Essential Functions

By completing and signing this application you are attesting that you have read the Essential Functions Statement below and are capable of meeting **all** of the requirements. Individuals who have misrepresented their capabilities will be administratively withdrawn from the ReNurse Academy LPN Refresher Course and a refund will not be provided.

Participants who are applying to the ReNurse Academy LPN Refresher Course must be aware that they are required to possess the following skills and abilities in order to provide safe patient care in the clinical setting. Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective nursing care.

Visual Ability

Must possess near clarity of vision at 20 inches or less and far clarity of vision at 20 feet or more, which includes reading at varying distances.

- Read for prolonged periods of time either hardcopy or on computer screen.
- Visualize small font (6 font) written words (including cursive) and information on paper, computer screen and medication labels.
- Distinguish and appropriately respond to multiple visual inputs.
- Prepare and administer medications including correct use of small calibrated syringes (1/2 cc), ampules, etc.
- Observe, discern, monitor and evaluate subtle changes in patient status (ex: signs/symptoms, drainage, wound color/appearance, wound depth, cyanosis, etc.).

Auditory Ability

- Hear and interpret monitor alarm(s), emergency signals, ringing telephones, telephone interactions, and calls for assistance.
- Respond and react immediately to spoken instruction and/or monitor equipment.
- Tolerate occasional exposure to loud and unpleasant noises.
- Distinguish changes in tone and pitch in heart, lung, and bowel sounds using a stethoscope or modified stethoscope.
- Distinguish sounds and understand verbal communication in environments with multiple auditory inputs.

Olfactory Ability

- Ability to detect smoke and odors, including body odors.
- Ability to tolerate occasional unpleasant odors.

Tactile Ability

- Palpate for pulses, temperature, texture hardness or softness, physical landmarks etc.
- Discriminate subtle differences between sharp/dull and hot/cold.
- Discern tremors, vibrations, pulses, textures, shapes, size, location and other physical characteristics.

Motor Function Ability

- Handle small delicate equipment/objects or hand-held devices without extraneous movement, contamination or destruction.
- Move, position, turn, transfer, assist with lifting or lift and carry adult patients without injury to patient, self, or others.
- Lift, push, pull or transfer (bed-to-chair, bed-to-bed) an adult or pediatric patient.
- Maintain balance from any position.
- Stand on both legs.
- Use hands, wrists, and arms to apply up to 10 pounds of pressure to bleeding sites or when performing CPR.
- Coordinate eye/hand, fine and gross motor movements.
- Perform electronic keyboarding/documentation and/or extensive writing with a pen and/or pencil.
- Stand, bend, walk, stoop, squat and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self or others.
- Walk without a cane, walker or crutches.
- Flex, abduct and rotate all joints freely.
- Respond rapidly to emergency situations.
- Maneuver in small areas.
- Operate a computer and other electronic equipment.

Communication Abilities and Interpersonal Relationships

- Communicate relevant, accurate, and complete information in a concise and clear manner both verbally and in writing to patients and health care members.
- Communicate and function effectively in environments with multiple auditory and visual inputs.
- Work effectively in groups.
- Discern and interpret nonverbal communication.
- Express one's ideas and feelings clearly.
- Communicate with others accurately in a timely manner.
- Utilize a computer to obtain and send communications.

Cognitive Abilities and Critical Thinking

- Effectively read, write, comprehend, and speak the English language.
- Perform mathematical calculations accurately for medication preparation and administration.
- Make appropriate rapid decisions in stressful or emergency situations.
- Manage multiple priorities and function effectively in stressful situations.
- Remember multiple messages and information.
- Adapt rapidly to environmental changes and multiple tasks demands.
- Maintain concentration and focus in professional care settings.
- Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings.

Computer Capabilities

- Able to compose word processed documents in current format.



- Able to utilize spellcheck, formatting and other features to produce accurate and professional documents.
- Able to access information, articles, and documents from internet-based databases.
- Able to effectively utilize email including attaching documents, scanning documents, and responding to email requests.

Professional Behavior

- Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude toward others.
- Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client.
- Handle multiple tasks concurrently.
- Perform safe, effective nursing care for clients in a caring context.
- Understand that posing a direct threat to others is unacceptable and subject to discipline.
- Not pose a threat to self or others.
- Adapt to changing environments and situations.
- Accepts responsibility, accountability, and ownership of one's actions.

Professional Development and/or its affiliated clinical/practicum agencies may identify additional essential functions or skills and reserve(s) the right to amend the essential functions as deemed necessary.



REQUEST FOR ADA ACCOMMODATION

Applicant: Complete this form ONLY if you have a documented disability.

In compliance with the Americans with Disabilities Act (ADA), ReNurse Academy provides reasonable accommodations for applicants with disabilities that may affect their ability to take the LPN Refresher Course Examinations. It is your responsibility to notify ReNurse Academy program of the needed alternative arrangements. If you have a disability for which you wish to request an accommodation, please provide the following information and return this form as well as all other required documentation to the Program Director with your application. You may attach additional pages if necessary.

Accommodations will NOT be provided unless this form and all other documentation are received with your application and the requested accommodation is granted prior to testing. In order to grant testing accommodations, ReNurse Academy staff must share information concerning your request with the tester who proctor your examination. The information requested below and any documentation regarding your disability is considered strictly confidential and will be shared only with the Tester and Connecticut State Agencies.

Please sign your name on this form to indicate your permission for ReNurse Academy to share information about your disability with the Tester and state agencies

**** (Any specialized equipment required must be provided by the test candidate) ****

Name: _____
Last First
Social Security #: _____ - _____ - _____ Date of Birth: _____
Address: _____
Street City State Zip
Phone: _____ Work Phone: _____

Please circle one or explain

Reader Marker ___ Additional Time ___ Large Print ___ Other please explain: _____

Describe your disability and how this substantially limits one or more of your major life activities:

Explain the nature and extent of your disability and how it impairs your ability to take your exams:

Describe the accommodation you are requesting:



REQUIRED DOCUMENTATION FOR ADA ACCOMMODATION REQUESTS:

You are required to submit documentation from the Health Care Provider or Learning Specialist who rendered an ADA diagnosis. Verification must be submitted to ReNurse Academy on the letterhead stationery of the Health Care Provider or Learning Specialist and **MUST** include the following:

- (1) Specific description of the disability and limitations related to testing.
- (2) Specific recommended accommodation.
- (3) Name, title and telephone number of the Health Care Provider or Learning Specialist.
- (4) Original signature of the Health Care Provider or Learning Specialist.

Your signature below indicates that you understand this application and the documentation you included and give permission to ReNurse Academy staff, their Knowledge Test Proctors and appropriate Connecticut State Agencies to be informed of accommodations requested.

The information requested and documentation regarding your disability is considered strictly confidential and will be shared only with the parties listed above on a need-to-know basis. Your signature below indicates that you understand this, and you give permission to ReNurse Academy to share this information as described.

Applicant's Signature

Date

NOTE: IN ORDER TO MAKE THE NECESSARY ARRANGEMENTS TO ACCOMMODATE YOUR NEEDS, ALL REQUESTS AND SUPPORTING DOCUMENTATION MUST BE SENT TO RENURSE ACADEMY PROGRAM DIRECTOR well in advance of your desired test date as ReNurse Academy must arrange for ALL ACCOMMODATIONS PRIOR TO YOUR TEST DATE.

All requests will be considered on a case-by-case basis. It will be necessary for testing staff to speak and correspond with you regarding specific arrangements. Therefore, it is IMPORTANT that you provide a current address and daytime telephone number and keep ReNurse Academy informed if these changes. You will receive written confirmation of any approved or denied accommodations.

You **MUST** notify the testing staff if you are unable to take the examination on the date for which you are scheduled.

Signature

Title

Date

Additional notes:



Participant Payment Record

Participant's Full Name: _____

Date Enrolled: _____

Date	Student Name	Amount	Reason	Method of Payments	Current Balance	Ending Balance
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$
		\$			\$	\$





CODE OF CONDUCT

The following code of conduct is effective this date in order to protect the rights and safety of all employees of ReNurse Academy, participants, and patients at clinical facilities. Performing or participating in any of the following acts will result in course dismissal.

1. No talking in classroom unless instructor calls on you (no talking during videos, lectures, skills demonstration, or performance).
2. Stealing or willfully destroying or damaging any property of the facility, its patients, visitors, personnel, or classmates.
3. Disobedience or insubordination to instructors or clinical site staff members.
4. Disorderly, immoral or indecent conduct to patients, employees, or instructors.
5. Reporting for or attempting to perform nursing care while under the influence of, or addiction to alcohol, drugs, or narcotics, or in a physical condition making it unsafe or unsatisfactory to continue your clinical experience.
6. Falsifying clinical hours.
7. Discussing personal problems with patients.
8. Disclosing anything of a personal nature concerning a patient at any time either inside the facility or outside-unless ReNurse Academy requires the giving or exchanging of such information.
9. Unauthorized possession of firearms or other weapons on ReNurse Academy's property or clinical facility property.
10. Willful or careless disregard of or inattention to directions or refusal to comply with or violations of these rules, safety or fire regulations, or sanitary rules and regulations.
11. Failure to obtain permission from the clinical instructor to leave your clinical duties during class or clinical hours.
12. Smoking in unauthorized areas (patient's rooms, corridors, and treatment areas, nursing station, medication rooms, kitchen, laundry room, or the front of the facility etc.)
13. Consuming food or beverages at unauthorized times or in unauthorized areas.
14. Selling tickets or chances on pools and raffles.
15. Unauthorized posting of policies or literature on clinical facilities.



CODE OF CONDUCT

16. Soliciting, collecting funds, and/or circulating literature of any nature at clinical facility sites and during ReNurse Academy participation without the approval of the administrator.
17. Performing personal work during class or clinical time without the permission of an instructor.
18. Not following ReNurse Academy's Electronic Device Policy
19. Taking more than the specified time for meals or break periods. Failure to get authorization from an instructor to go on breaks or lunch period.
20. Unauthorized attendance at or participation in meetings or gathering during actual class or clinical hours.
21. Discourteous conduct toward any patient, visitor, doctor, employee, instructor, or classmates (arguing, fighting, profanity).
22. Inefficiency, inability and/or gross or repeated negligence in the performance of assigned duties.
23. Altering, falsifying or making willful misstatement of facts on any patient record or chart or any other facility record or chart.
24. Failure to withdraw from or report outside activities or interest, which conflicts with, detracts from, or adversely affects the interest of the facility.
25. Leaving assigned clinical area without notification or authorization from an instructor or supervisor (***leaving the clinical facility building to go on break is not allowed***).
26. Being in unauthorized areas (kitchens, business office, pharmacy, behind the nursing station, staff lounge etc.) without authorization.
27. Having visitors while attending clinical experiences without authorization.
28. Violation of patients' rights.
29. Arguing or fighting.
30. Threats of any nature to patients, clinical facility staff, instructors, or classmates.
31. Sleeping during clinical time.
32. Watching television during clinical experience time.
33. Lounging in patients' room or using the patient telephone.
34. Loitering in lobby or in front of the clinical facilities (***lounging in chairs in lobby is not allowed***).



CODE OF CONDUCT

35. Sitting or lounging in patient's rooms unless they are being fed.

36. **DO NOT:**

- a. Transfer patient alone or with another participant
 - b. Use mechanical lift alone or with another participant
 - c. Shower patient alone or with another participant
- You will need an instructor or staff member to perform the above skills*

I understand all of the above and will abide by these rules of conduct while attending ReNurse Academy or at an affiliated clinical facility.

Student's Signature

Date



THIS IS A WAIVER, RELEASE, AND AGREEMENT TO HOLD HARMLESS.
-PLEASE READ BEFORE SIGNING-

_____ I give permission for my picture from my ReNurse Academy participant identification photo to be reproduced as part of a composite picture for ReNurse Academy, faculty uses, and for my clinical name badge. I authorize ReNurse Academy to photograph me and/or my property and authorize ReNurse Academy the absolute right and unrestricted permission to publish and/or use such photographs for use in any of its publications and/or promotional materials.

_____ I give my permission for the ReNurse Academy to provide my Colleague Identification number, social security number, immunization status, background check results, TB test results and urine drug screen results to the healthcare agencies where I have nursing participant clinical experiences. I understand the release of this information is necessary to permit access for full clinical participation.

_____ ReNurse Academy participants are required to have health insurance coverage for the duration of the course because participants assigned to any clinical experience are not covered by any participating institution or agency or by ReNurse Academy. Therefore, I understand that I am required to possess health insurance coverage for the duration of my program of study in order to participate in all clinical experiences associated with the LPN Refresher Course. I also understand that I am solely and personally responsible for any payments or charge(s) not covered by such insurance.

_____ I understand that I am responsible for all of my own medical expenses due to injury or illness and agree to hold harmless, release, and indemnify agents, servants, employees, faculty and participants of ReNurse Academy from all causes of action, claims demand, or liability, which may arise during my course of study, on behalf of myself, my heirs, my executors, administrators or assigns, or on behalf of my minor child or children or his/her/their heirs, executors, administrators or assigns.

_____ I understand that I must report criminal offenses (other than minor traffic violations, such as speeding) to ReNurse Academy within two working days of the offense. Examples include, but are not limited to; minor consumption of alcohol, minor possession of alcohol, assault, vandalism, driving while under the influence, disorderly conduct, etc.

_____ I acknowledge that I have read and understand the Essential Functions found in the Participant Handbook, which are required for entry into and progression through the course. To the best of my knowledge, I currently meet the Essential Functions. Should any circumstance occur which prevents me from meeting these Essential Functions, I will notify my program coordinator within two working days or my next scheduled clinical or class day (whichever occurs first).



ReNurse Academy

REFINE YOUR SKILLS

_____ I have read and understand the course completion requirements for the LPN Refresher Course found in the Participant Handbook.

_____ I understand that I will accept responsibility for the use of ReNurse Academy's laboratory equipment/supplies. In the event an item(s) is lost, stolen or damaged while issued to me, I agree to replace said items(s) at my expense. An incomplete grade (I) will be assigned for the course until restitution is made. This is in force during the time that I am enrolled in the LPN Refresher Course at ReNurse Academy. If I do not sign this waiver, I will not be eligible to enroll in the LPN Refresher Course.

_____ I acknowledge, and I am aware of the potential danger involved in participating in the LPN Refresher Course including but not limited to driving or riding to and from approved ReNurse Academy activities for the purpose of class or clinical experiences. On behalf of myself, my executors, administrators, heirs, next of kin, successors, and assigns I hereby: a) waive, release and discharge from any and all liability for my death, disability, personal injury, property damage, property theft or actions of any kind which may hereafter accrue to my estate, ReNurse Academy, and its, agents and employees, and b) indemnify and hold harmless the ReNurse Academy, its agents and employees from and against any and all liabilities and claims made by other individuals or entities as a result of any of my actions during my enrollment in the LPN Refresher Course. I hereby consent to receive any medical treatment which may be deemed advisable in the event of injury, accident or illness during my enrollment in the LPN Refresher Course. This release and waiver shall be construed broadly to provide a release and waiver to the maximum extent permissible under applicable law. This is in force during the time that I am enrolled at ReNurse Academy.

*If I do not sign this waiver, I will not be eligible to enroll as a participant at ReNurse Academy.

_____ I understand my computer must meet the hardware and software specifications outlined in the Participant Handbook.

_____ I acknowledge that I have read and understand the Participant Handbook.

_____ I understand this form is required to participate in the LPN Refresher Course at ReNurse Academy.

By submitting this completed form you are agreeing to the statements above. The completed information below will serve as a valid signature.

_____ Printed Participant Name

_____ Date

_____ Participant Signature

_____ Phone Number



Licensed Practical Nurse Refresher Course



Participant Handbook

ReNurse Academy
Connecticut
(203)- 491-6118
Renurseacademy@gmail.com

This Handbook is subject to change, participants will be notified via email of new publications or addendums. As a condition of your enrollment in the Course, you are attesting to adhere to all current rules and policies of the Institution.

Table of Contents

Introduction	3
Course Coordinator	3
Course objectives	3
Participant Learning Outcomes	3
Course Description	3
Admission Requirements	4
Conditional Admission	4
How to Enroll	4
Course Fees	4
Available Payment Plans	4
Withdrawal/ Refund Policy	5
Castle Branch Requirements	5
Course Format	5
Course Content	6
Instructional Methods	6
Evaluation Methods	6
Theory Evaluation and Examination Procedures	6
Test Taking Policy	6
Electronic Device Policy	7
Clinical Component	7
Required Clinical Hours	7
Missed Clinical Time	7
License	7
Clinical Plan and Pre- Clinical Requirements	7
Clinical Hours Scheduling	8
Clinical Evaluation Procedure	8
Extra Clinical Hours Policy	8
Required Technology	9
Required Course Material and Textbooks	9
Tips for Success	9
Course Completion Time Frame	9
General Information	9
Essential Functions Requirements	10
Confidentiality	10
Accidents	10
Grounds for Dismissal	10
Online Conduct (Netiquette) and Professional Behavior	10
Harassment	10
Reasonable Accommodation	10
Assessment Appeals	10
Completion Requirements	10
Successful Course Completion	11
Essential Functions	12
Code of Conduct Agreement	14
Clinical Expectations	16
Clinical Site Policy	18
Memorandum Policy	19
Multi-Wavier Liability Form	21
Handbook acknowledgement Form	23



LICENSED PRACTICAL NURSE REFRESHER COURSE

PRATICIPANT HANDBOOK

INTRODUCTION

Licensed Practical Nurse (LPN) Refresher Course

This Licensed Practical Nurse (LPN) refresher course was developed to bridge the gap between safe high quality healthcare services and nursing incompetency and self-confidence. The course is also designed to help inactive licensed practical nurses review and update their nursing knowledge and skills, thus allowing them to move confidently and competently into a nursing orientation program or return to active practice.

This LPN Refresher Course is not a college credit granting program. This course is taken to pursue professional growth and to improve competency to perform key nursing skills across numerous nursing specialties.

Course Coordinator

The course coordinator Brittany Faison can be reached for questions and technical support via email at renurseacademy@gmail.com, or by phone at 203-491-6118, weekdays from 8:00AM - 4:00PM. You may also schedule a zoom meeting by appointment. The course coordinator will get back to you as soon as possible, usually within three business days.

Course Objectives:

Upon successful completion of this course, the participant will have an understanding of, and be capable of discussing and demonstrating the following course objectives:

- ✦ Review the current role of an LPN according to the State Nursing Practice Act.
- ✦ Review current philosophy, social and economic trends, and objectives in nursing today.
- ✦ Review previously acquired nursing knowledge and clinical skills.
- ✦ Understand the function of the LPN in evaluating patient needs and in planning individualized care.
- ✦ Review and increase knowledge of selected medical and surgical conditions, therapies and procedures, current diagnostic and treatment measures and patient care needs.
- ✦ Demonstrates knowledge and safe administration of medications and treatments.
- ✦ Discuss current management concepts utilized in the following areas:
 - Basic Concepts in Nursing
 - Nursing Concepts and Challenges in Clinical Practice
 - Concepts in Clinical Practice and Related skills

Participant Learning Outcomes: Upon successful completion of this course, the participant will have an understanding of, and be capable of discussing and demonstrating competence in the following subjects:

1. Participants will be able to demonstrate knowledge and competency of the nursing process and key nursing intervention for adult care. This will be measured by the participants achievement of a passing grade in both the theory and clinical portion of the course.
2. Participants will be able to demonstrate competency and compliance with the standards of practice for licensed practical nurses. This will be measured by content examination, clinical skills demonstration and performance in core elements of practice such as privacy, safety, dignity, and patient rights.
3. Participants will be able to demonstrate competence of key nursing skills required to provide safe, and competent nursing care in numerous environments. This will be measured by an administered skills competency test, that contains key elements for required skills.

Course Description

The licensed practical nurse refresher course provides individualized teaching and learning experiences to update the clinical skills and competency of licensed practical nurses and to provide support and encouragement for the Refresher's return to active nursing. The theory course takes place online and at various affiliated clinical facilities. This course is approved by the Connecticut Board of Examiners for Nursing and meets the requirements for an LPN Refresher Course. Participants will complete 120 online theory hours and 80 required clinical hours

Admission Requirements

The refresher course considers enrollment from prospective participants in the following circumstances:

- Formerly licensed LPNs who wish to reapply for their nursing licensure.
- Currently licensed LPNs who desire to refresh their knowledge or skills in the profession, due to time away from practice.
- Graduate Practical Nurses who have successfully completed an LPN education program however have not yet successfully completed the NCLEX-LPN exam. Admission for this participant is accompanied by the requirement that s/he must successfully complete the NCLEX-LPN exam prior to receiving approval to begin the clinical component of the course.
- A nurse who has been directed by the State Board of Examiners for Nursing (BOEN) to complete a Refresher Course.

Conditional Admission

Admission to the clinical portion of the refresher course is conditioned on the results of the background checks completed through Castlebranch.

If a prospective participant has been convicted, pled guilty or no contest to, or received a suspended imposition of sentence for a felony or other criminal offence, or is under disciplinary action with their current or former Board of Nursing, the participant is advised it may not be possible to be accepted into the refresher course at ReNurse Academy. Participants may be denied reinstatement from their state Board of Nursing, from taking the required licensure exam, and/or may be prevented from gaining employment in the field of nursing.

NOTE: Prospective participants whose background search indicates a prior felony conviction will not be admitted to the refresher course.

How to Enroll

An enrollment request is reviewed when all of the following items are received by the admission coordinator:

1. Print and completed enrollment application
2. Submit non-refundable \$50 application fee
3. Provide Copy of Government issued photo identification card
4. Completed online background search and FBI fingerprint background search via Castle Branch
 - i. The online background check conducted by Castle Branch is commonly completed within five to ten business days. This check must provide a minimum history of seven years. The online background check must be updated yearly.
5. Submit a copy of your verification of past/present licensure (This information can be obtained free of charge from Nursys.com)
 - i. Select Quick Confirm Option
 - ii. Enter your information to conduct the search
 - iii. Download and email your personal report to the program coordinator

A prospective participant will not be considered for enrollment into the refresher course until both the online background check and FBI background checks are completed.

The results of the background checks will be accessible to ReNurse Academy via the prospective participants castle branch account.

Course Fee

The course cost for the LPN Refresher Course is \$1,950.00. This fee includes:

- Required course materials, books, and lab supplies
- 1 (4) hour hands-on skills lab
- Test Proctoring and Monitoring
- Liability Insurance (NSO)
- Supervision and coordination of the course
- Correction of exams
- Record keeping
- Consultation for course participants
- Postage and handling for initial and regular course communication
- Certificate of completion

50% (\$975) of tuition is due with the enrollment application. The remaining 50% (\$975) is due at the time of course acceptance and before access to any course material.

Available Payment Plan

30% (\$585) due with the enrollment application.

35% (\$682) of tuition is due at the time of course acceptance.

35% (\$683) is due prior to starting the course or before access to any course material.

Payments may be made via check, money order or credit card. The accepted credit cards are Mastercard, VISA, American Express, and Discover.

Withdrawal or Refund Policy

If the participant receives the course materials and decides against continuing, s/he is allowed 7 days from the date of enrollment to return the course materials and receive 50% of the course tuition. After 7 days, no refund will be granted.

Participants will not be granted a refund if s/he is dismissed from the refresher course.

ReNurse Academy may offer a refund for special or compelling personal circumstances including but not limited to:

- ⇒ Documented serious illness or disability.
- ⇒ Disability, serious illness, or death of an immediate family member.
- ⇒ Conditions that are unforeseeable and beyond participant's control that make completing the course unreasonably difficult or impossible (e.g., natural disaster, strike, relocation of spouse)
- ⇒ Military service obligations.

Compelling personal circumstances do NOT include:

- Enrolling in another course or institution of higher education
- Obtaining employment; or due to
- Dissatisfaction with the program.

Any participant who feels they are eligible for a refund should submit a request via email to renurseacademy@gmail.com and include the compelling circumstance. All requests will be forwarded to the executive director who determines approval.

A participant who withdraws from the course for any reason will not be eligible for a Certificate of Completion and will not pass the course. Please notify the Program Coordinator if you are withdrawing from the course. Keep in mind, you have 9 months to complete the online program, and may apply for a one (1) time extension to 12 months for special circumstances.

If the participant receives the course materials and decides against continuing, s/he is allowed 7 days from the date of enrollment to return the course materials and receive 50% of the course tuition. After 7 days, no refund will be granted.

Participants will not be granted a refund if s/he is dismissed from the refresher course.

Castle Branch Requirements

All participants must establish an account with Castle Branch, the chosen vendor for document management. Castle Branch has been endorsed by the AACN-American Association of Colleges of Nursing, and it's the source to submit course pre-admission and the fore-mentioned clinical requirements.

- + **The Castle Branch Clinical package is \$140.** This fee is an additional cost and is not included in the overall course cost. This fee is paid directly to Castle Branch for the following services:
- + **Background Screening Package:**
 - Residence History
 - Social Security Check
 - Connecticut Statewide Search
 - Federal Criminal Check
 - Nationwide Healthcare Fraud and Abuse Check (OIG, and many others are included here)
 - Search of all counties of residence outside of state (flat rate)
 - Sex Offender Registry
- + **12 Panel Drug Test:**
 - Includes the following panels - Amphetamine (Methamphetamine), Barbiturates, Benzodiazepine, Cocaine, Marijuana, Methadone, Methaqualone, Opiates (Codeine & Morphine), Phencyclidine, Propoxyphene, Oxycodone, MDMA, Validity Testing.
- + **Compliance Tracker-** Includes tracking of all requirement documents for 1 year, with review of documents by Castlebranch, ReNurse Academy, and the participant.

These costs are an additional cost and should be paid directly to Castle Branch.

Participants that choose only to complete the theory component of this course does not have to open a Castle Branch account.

Course Format

This course is offered as a self-paced online learning experience, including but not limited to, background and historical information, interactive modules, online resources and case reviews, additional links and articles, comprehension quizzes, online discussion groups, and the Final Exam.

All components of the course have been designed with your success in mind. Participants should be prepared to spend on average three (3) months on coursework, based entirely upon the time and attention each participant is able to put toward the course. Online course materials will be available to participants for nine (9) months.

Course Content

This course is flexible and can be completed at the participants own pace. The course must be completed within 9 months from the date of enrollment. All of the theory module exams, virtual and hands-on skills lab must be *successfully* completed before being approved to attend the clinical component of the course.

Instructional Methods

- Course orientation
- Periodic conferences, as needed
- Independent Learning Guide (online)
- Hands on skills lab
- Clinical experience

Evaluation Methods

- Unit Exam (10)
- Medication calculation test
- Virtual skills lab exam
- In-person skills lab exam
- Clinical Participant Evaluation completed by clinical instructor
- Comprehensive Care Plan completed on one client co-assigned to during clinical (satisfactory/unsatisfactory)
- Skills Checklist signed by the clinical instructor and participant
- Final Participant Evaluation completed by course coordinator
- Course Evaluation completed by participant

Theory Evaluation and Examination Procedures

There are ten (10) unit exams, one for each instructional unit, a medication calculation test, and a virtual skills lab exam.

The examination is timed, and automatically submitted and graded with immediate feedback on the score. Participants will be required to use software application ProctorFree for proctoring of nine (10) Unit Exams and one (1) medication calculation exam.

Two opportunities are allowed to successfully complete each module post-test with a **score of 76% or greater**. If a score of less than 76% is attained on post-test A, the participant will review incorrect answers, refer to textbook content as noted in rationale and review the module material again before completing post-test B. If a score of 76% or greater is not obtained on either post-test A or B, the participant will be **dismissed from the program**.

Participants are required to take a medication calculation exam at the end of Unit ten (10). The participant must obtain an 100% to pass the exam. Participants will be given three attempts to successfully complete the medication calculation exam. If the participants do not obtain a 100% on exam, A, B, or C then this will result is dismissal from the program.

Test-Taking Policy:

There are ten (10) unit exams, one for each instructional unit, a medication calculation test, and a virtual skills lab exam.

The examination is timed, and automatically submitted and graded with immediate feedback on the score. Participants will be required to use software application ProctorFree for proctoring of ten (10) Unit Exams and one (1) medication calculation exam.

Two opportunities are allowed to successfully complete each module post-test with a **score of 76% or greater**. If a score of less than 76% is attained on post-test A, the participant will review incorrect answers, refer to textbook content as noted in rationale and review the module material again before completing post-test B. If a score of 76% or greater is not obtained on either post-test A or B, the participant will be **dismissed from the program**.

Participants are required to take a medication calculation exam at the end of Unit ten (10). The participant must obtain an 100% to pass the exam. Participants will be given three attempts to successfully complete the medication calculation exam. If the participants do not obtain a 100% on exam, A, B, or C then this will result is dismissal from the program.

Electronic Device Policy

Electronic devices should be turned off or placed on vibrate during participation in any ReNurse Academy's course activities. Devices are not to be handled in any patient care areas. In an event of an emergency the participant should utilize their devices in non-patient care areas. Electronic devices can be used in designed break areas during break time.

Clinical Component

Clinical experiences can be held in various clinical settings including but not limited to nursing homes, hospitals, surgery centers, urgent care centers, rehabilitation centers, daycare facilities, home health or hospice agencies.

Enrollment in the clinical portion of the course requires success completion of all required theory hours and content, 4-hour hands on skills lab, and Pre-clinical requirements through Castle Branch.

The participants clinical experience **must be completed within 8 weeks** of starting the experience. Only under unusual circumstances will this time period be extended. Should such an extension become necessary, it must be agreed upon in writing by the Clinical Instructor, the Course Coordinator, and the Nurse Refresher Participant.

Required Clinical Hours

A *minimum* of 80 clinical hours is required for course completion.

Missed Clinical Time

Once a participant has scheduled their clinical experience it cannot be changed. Missed clinical time can be rescheduled **once**. **To reschedule missed clinical time there is a non-refundable fee \$150.**

License

When required, a limited license must be obtained from the State of Connecticut Department of Public Health during the clinical component of the refresher course that allows nursing practice only under the direct personal supervision of a licensed registered nurse identified as the clinical instructor. The limited license is only valid for a specific time period and may not be used for gainful employment.

Clinical Plan and Pre-Clinical Requirements

Participants that elect to complete only the theory portion of the course will not need to submit the above pre-admission or pre-clinical requirement. However, these applicants must submit a copy of a government issued identification card with the enrollment application.

When preparing for clinical, the participant must submit the following **required** documents and allow at least **two (2) weeks** for the documents to be approved and for the participant to receive an approval to attend the clinical portion of the course.

The following pre-clinical requirements must be uploaded and approved to the participants Castlebranch account in order to received approval for clinical.

1. Copy of Government issued photo Identification card (submitted with application)
2. FBI Background Check with Fingerprinting (completed with application)
3. Online Background Check (completed with application)
4. Completed ReNurse Academy provided Physical Form
 1. Multi-Waiver Release Form
 2. Measles (Rubeola) Immunity
 3. Mumps Immunity
 4. Rubella (German Measles) Immunity
 5. Varicella Immunity
 6. Hepatitis B Immunity or Waiver
 7. TB skin test or (Chest X-Ray)
 8. Tetanus, Diphtheria, Pertussis Immunity
 9. Influenza Vaccination – required during flu season October – March
 10. COVID-19 Test (participants must present a negative viral test completed **no more than 3 days** before their clinical experience start date.
5. CPR Certification for the Professional Rescuer / Health Care Provider
6. Proof of Personal Health Insurance Coverage
7. Professional Liability Insurance
8. Drug Screening (12 panel – current within 3 months of beginning clinical)
9. Temporary Permit or Limited License (when required)

NOTE: The current State Executive Order requires clinical facilities to perform weekly COVID-19 Testing.

Clinical Hours Scheduling

Once all of the above items have been successfully completed, received and approved by ReNurse Academy, the participant then shall use the scheduling link on ReNurse Academy's website to plan and schedule clinical hours with the clinical instructor. A minimum of two (2) weeks scheduling notice is required for scheduling.

For example, Today is 1/1/2021 clinical experience scheduling cannot be made until at least 1/16/2021.

Participants will be given the opportunity to schedule their clinical experience and given all necessary instructions to schedule the hours via ReNurse Academy clinical scheduling link.

Participants must schedule a **minimum of twenty (20) hours a week**. Clinical instructors will be available between the hours of 8:00 am to 9:00 pm, Monday to Friday.

Full-time participants can complete clinical experience in approximately 2 to 2 ½ weeks and part-time participants can complete the clinical experience in approximately 4 to 4 ½ weeks.

Once a participant has scheduled their clinical experience it cannot be changed. Missed clinical time can be rescheduled once. **The reschedule fee is \$150**

Clinical Evaluation Procedure

The clinical experience will be evaluated by:

1. The clinical instructor using ReNurse Academy evaluation form
2. Clinical Hours Log
3. The participants typed clinical experience reflecting summary on what was learned during the experience (400 words or more).

The clinical experience requires a satisfactory performance evaluation by the clinical instructor. If the participant's performance is unsatisfactory on any given clinical day, it will be the discretion of the clinical instructor whether or not to count that clinical day towards the participants total required hours for the clinical component.

If the participants overall clinical performance is unsatisfactory, the clinical instructor and program director will determine if the participant requires further experience beyond the required clinical hours or if a dismissal from program is necessary.

Extra Clinical Hours Policy

Participants needing further clinical experience will be determine on a case-by-case basis. For further clinical experiences the participant must pay **\$50/per hour for any extra hours needed**.

Required Technology

All course materials and theory module exams are delivered online through Moodle Learning Management, Elsevier, and Assessment Technologies Institute (ATI) supported modules. The participant will complete course review and exams at a time and location of their choosing.

Participants are required to have camera access on their computer when taking a module **proctor exam**. The required camera access (webcam) may be included in the participant's computer, or as an added accessory. A webcam is not provided by ReNurse Academy and will be an additional cost to the participant.

When logging in to take an exam in Canvas (LMS) the participant will initially download the safe and free software application ProctorFree. This application will provide participant verification and testing security measures, and video the participant while an exam is taken. This application will provide participant verification and testing security measures, and video the participant while an exam is taken to allow for review of any unethical concerns during testing.

A desktop or laptop computer with a camera is **required** when taking exams. iPads, iPhones, Tablets, etc. are not permissible. The system requirements are:

- Windows 10, 8, 7
- MacOS 10, 12 or higher

Web Browser Requirements

Participants need to make sure their browser is properly configured to use the Canvas LMS. The following checks ensure that the browser is properly configured to use the system. A desktop or laptop computer is recommended when taking exams. iPads, iPhones, Tablets, etc. are discouraged.

- JavaScript
- Cookies enabled
- Screen resolution recommendation –1024 by 768 pixels
- Rich content editing

Required Course Material and Textbooks: (included in course fee)

Cooper, K. & Gosnell, K. (2019). Foundations and Adult Health Nursing (8th ed): Elsevier. (eBook)

Elsevier Inc. (2019). Evolve HESI PN Case Studies [online software]. Available from <https://evolve.elsevier.com>

Assessment Technologies Institute (ATI) Supported Modules

Skills Modules 3.0

Dosage Calculation and Safe Medication Administration 3.0

Pharmacology Made Easy 3.0

Recommended:

Nurse's Drug Guide

Nursing Diagnosis Handbook

Tips for Success:

- + Organize and manage time effectively
- + Set realistic goals for yourself regarding how much you want to accomplish each week
- + Plan to spend a dedicated amount of time to the course and your studies each week
- + Dedicate a space for quiet, uninterrupted study and concentration
- + Manage stress levels with self-care: exercise, good nutrition, sleep, fresh air

Course Completion Time Frame

The theory portion of the course is self-paced. Once enrolled, the participant has six (9) months to complete the LPN Refresher Course. If the course is not completed within the nine (9)-month deadline, participants may purchase a **one-time extension for \$300**. The extension adds **three months** for course completion resulting in the course being completed by the twelfth (12) month. A request to extend must be received within thirty (30) days of the course end date.

After this period of time, re-enrollment with payment of the course fee and background check is required.

General Information

- Children are not allowed to attend classes with parents.
- Participants should clean-up work area throughout the duration of the course.
- ReNurse Academy is a Smoke-Free Environment; we are promoting a better health environment for all. Thank you for your cooperation.
- Food is not allowed in clinical and laboratory areas. CLEAN UP AFTER YOURSELVES. If these areas are left a mess these privileges will be immediately removed. Beverages need to be in closed containers. During clinicals food and beverages will be allowed only during breaks.
- Drugs of any form, including alcohol, are not allowed. Any participant who is found using illegal drugs or alcohol or who arrives to class under the influence of drugs or alcohol will automatically be dismissed with no refund.
- Any participant found cheating will be dismissed with no refund. Cheating is a serious violation of academic integrity.
- Participants should cooperate with instructors and other participants.
- Please plan ahead to take care of your health throughout the course by eating right and resting adequately.
- Participants should expect to spend time out of class for homework assignments and practicing skills. Any participant unable or unwilling to complete the necessary out-of-class work should not expect to be successful in the course.
- Please have a back-up plan for both childcare and if your vehicle were to break down.

Essential Functions

The participant must be able to independently, with or without reasonable accommodation, meet the identified Essential Functions for enrollment in and successful profession through ReNurse Academy's LPN Refresher Course. These requirements pertain to participants conduct regardless of the setting (i.e., theory, clinical, email communication etc. *(Please review Essential Functions)*)

Confidentiality

Confidentiality pertaining to all patient matters shall be strictly enforced. Under NO circumstances may a participant divulge any information concerning a patient's medical, social or financial condition, type of care, diagnosis, prognosis or other matters to the public.

Accidents

Any accident, incident, or injury to a patient or participant must be reported to the Instructor immediately. Appropriate action will be taken upon receiving a report.

Grounds for Dismissal

The dismissal of a participant is an individual matter, and the reasons may be complicated and complex. In making a determination to remove a participant, the participants knowledge, skills, and attitude will be considered. Following are examples of valid reasons for discharge and by no means constitute an all-inclusive list. Certain issues may be reported to authorities if warranted. Refunds won't be given to participants who are dismissed.

- ⇒ Inability to meet course objectives
- ⇒ Inability to care for residents in a safe and effective manner
- ⇒ Repeated tardiness
- ⇒ Missing more than the approved number of classroom training
- ⇒ Missing any of the scheduled clinical hours
- ⇒ Disruptive, indecent or immoral conduct or behavior
- ⇒ Possession or use of un-prescribed drugs or alcohol
- ⇒ Theft of property of the ReNurse Academy, clinical facility, staff, participants, or patients
- ⇒ Cheating
- ⇒ Neglect of duty
- ⇒ Patient abuse
- ⇒ Indiscretion concerning facility or patient affairs
- ⇒ Discourteous treatment or incompatibility with patients, public, instructor, staff, or other participants
- ⇒ Obtaining or conveying confidential information
- ⇒ Falsifying information on records
- ⇒ Use of personal cell phone
- ⇒ Receipt of two participant memorandums from the instructor

Online Conduct (Netiquette) and Professional Behavior

Appropriate online behavior, also known as netiquette, is defined by ReNurse Academy and includes all electronic communication in the course. Course faculty reserves the right to determine whether a post or other entry is unsuitable. Inappropriate contributions may be deleted.

Harassment

ReNurse Academy prohibits harassment on the basis of race, religion, sex, gender identity, color, creed, national origin, citizenship, ancestry, age, genetic information, physical or mental disability, veteran status, political ideology, marital status, pregnancy or maternity, or any other status protected by applicable state or local law. Violation of this policy may result in participant expulsion from the LPN Refresher Course. Participants who feel that another participant is harassing them based on any of the factors above, contact the program coordinator at renurseacademy@gmail.com immediately.

Reasonable Accommodations

ReNurse Academy does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All participants interested in receiving accommodations must contact Brittany Faison RN, MSN by email (renurseacademy@gmail.com) or phone at 203-491- 6118 and request the Reasonable Accommodations Request form and policy.

Assessment Appeals Participants wishing to appeal assessment content, or scores may do so by emailing renurseacademy@gmail.com or by calling 203-491- 6118 to arrange a date and time to speak with ReNurse Academy Program Director.

Completion Requirements:

To successfully complete this program the participant must:

- ⇒ Attend and participate fully and safely in all scheduled course and clinical sessions.
- ⇒ Score at least 76% on each Unit Exam given in the course.
- ⇒ Perform all core skills correctly in the skill lab portion of the course.

- ⇒ Demonstrate mastery of skills and knowledge by providing quality care to residents during clinical assignments. Mastery shall be demonstrated by performing skills at the 100% level, using judgment which indicates an understanding of the course content and a dedication to the safety and dignity of the resident, and attending and behaving appropriately in the clinical setting.

Successful Course Completion

The participant must successfully pass both the theory and clinical components to complete the refresher course. Upon successful completion, the participant will be mailed a certificate. A copy of the certificate will also be sent to the State of Connecticut Department of Public Health to document successful completion of the course.

If a participant is unable to successfully complete either the theory or the clinical portion, this will result in failure of the refresher course.

Appeals to have the opportunity to retake course exams or the clinical experience are not guaranteed and will be handled on a case-by-case basis. No participant will be allowed more than two opportunities to successfully complete the course.

Upon successful completion of course requirements, the participant receives the following certificates: ReNurse Academy LPN Refresher Course Certificate of Completion – (8 ½ X 11" certificate for framing)

Essential Functions

By completing and signing this application you are attesting that you have read the Essential Functions Statement below and are capable of meeting all of the requirements. Individuals who have misrepresented their capabilities will be administratively withdrawn from the Nurse Refresher Course and a refund will not be provided.

Students who are applying to the Clarkson College Nurse Refresher Course must be aware that they are required to possess the following skills and abilities in order to provide safe patient care in the clinical setting. Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective nursing care.

Visual Ability

Must possess near clarity of vision at 20 inches or less and far clarity of vision at 20 feet or more, which includes reading at varying distances.

- Read for prolonged periods of time either hardcopy or on computer screen.
- Visualize small font (6 font) written words (including cursive) and information on paper, computer screen and medication labels.
- Distinguish and appropriately respond to multiple visual inputs.
- Prepare and administer medications including correct use of small calibrated syringes (1/2 cc), ampules, etc.
- Observe, discern, monitor and assess subtle changes in patient status (ex: signs/symptoms, drainage, wound color/appearance, wound depth, cyanosis, etc.).

Auditory Ability

- Hear and interpret monitor alarm(s), emergency signals, ringing telephones, telephone interactions, and calls for assistance.
- Respond and react immediately to spoken instruction and/or monitor equipment.
- Tolerate occasional exposure to loud and unpleasant noises.
- Distinguish changes in tone and pitch in heart, lung, and bowel sounds using a stethoscope or modified stethoscope.
- Distinguish sounds and understand verbal communication in environments with multiple auditory inputs.

Olfactory Ability

- Ability to detect smoke and odors, including body odors.
- Ability to tolerate occasional unpleasant odors.

Tactile Ability

- Palpate for pulses, temperature, texture hardness or softness, physical landmarks etc.
- Discriminate subtle differences between sharp/dull and hot/cold.
- Discern tremors, vibrations, pulses, textures, shapes, size, location and other physical characteristics.

Motor Function Ability

- Handle small delicate equipment/objects or hand-held devices without extraneous movement, contamination or destruction.
- Move, position, turn, transfer, assist with lifting or lift and carry adult patients without injury to patient, self, or others.
- Lift, push, pull or transfer (bed-to-chair, bed-to-bed) an adult or pediatric patient.
- Maintain balance from any position.
- Stand on both legs.
- Use hands, wrists, and arms to apply up to 10 pounds of pressure to bleeding sites or when performing CPR.
- Coordinate eye/hand, fine and gross motor movements.
- Perform electronic keyboarding/documentation and/or extensive writing with a pen and/or pencil.
- Stand, bend, walk, stoop, squat and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self or others.
- Walk without a cane, walker or crutches.
- Flex, abduct and rotate all joints freely.
- Respond rapidly to emergency situations.

- Maneuver in small areas.
- Operate a computer and other electronic equipment.

Communication Abilities and Interpersonal Relationships

- Communicate relevant, accurate, and complete information in a concise and clear manner both verbally and in writing to patients and health care members.
- Communicate and function effectively in environments with multiple auditory and visual inputs.
- Work effectively in groups.
- Work effectively independently.
- Discern and interpret nonverbal communication.
- Express one's ideas and feelings clearly.
- Communicate with others accurately in a timely manner.
- Utilize a computer to obtain and send communications.

Cognitive Abilities and Critical Thinking

- Effectively read, write, comprehend, and speak the English language.
- Perform mathematical calculations accurately for medication preparation and administration.
- Make appropriate rapid decisions in stressful or emergency situations.
- Manage multiple priorities and function effectively in stressful situations.
- Remember multiple messages and information.
- Adapt rapidly to environmental changes and multiple tasks demands.
- Maintain concentration and focus in professional care settings.
- Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings.

Computer Capabilities

- Able to compose word processed documents in current format.
- Able to utilize spellcheck, formatting and other features to produce accurate and professional documents.
- Able to access information, articles, and documents from internet-based databases.
- Able to effectively utilize email including attaching documents, scanning documents, and responding to email requests.

Professional Behavior

- Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude toward others.
- Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client.
- Handle multiple tasks concurrently.
- Perform safe, effective nursing care for clients in a caring context.
- Understand that posing a direct threat to others is unacceptable and subject to discipline.
- Not pose a threat to self or others.
- Adapt to changing environments and situations.
- Accepts responsibility, accountability, and ownership of one's actions.

Professional Development and/or its affiliated clinical/practicum agencies may identify additional essential functions or skills and reserve(s) the right to amend the essential functions as deemed necessary.

CODE OF CONDUCT AGREEMENT

The following code of conduct is effective this date in order to protect the rights and safety of all employees of ReNurse Academy, participants, and patients at clinical facilities. Performing or participating in any of the following acts will result in course dismissal.

1. No talking in classroom unless instructor calls on you (no talking during videos, lectures, skills demonstration, or performance).
2. Stealing or willfully destroying or damaging any property of the facility, its patients, visitors, personnel, or classmates.
3. Disobedience or insubordination to instructors or clinical site staff members.
4. Disorderly, immoral or indecent conduct to patients, employees, or instructors.
5. Reporting for or attempting to perform nursing care while under the influence of, or addiction to alcohol, drugs, or narcotics, or in a physical condition making it unsafe or unsatisfactory to continue your clinical experience.
6. Falsifying clinical hours.
7. Discussing personal problems with patients.
8. Disclosing anything of a personal nature concerning a patient at any time either inside the facility or outside-unless ReNurse Academy requires the giving or exchanging of such information.
9. Unauthorized possession of firearms or other weapons on ReNurse Academy's property or clinical facility property.
10. Willful or careless disregard of or inattention to directions or refusal to comply with or violations of these rules, safety or fire regulations, or sanitary rules and regulations.
11. Failure to obtain permission from a clinical instructor to leave your clinical duties during class or clinical hours.
12. Smoking in unauthorized areas (patient's rooms, corridors, and treatment areas, nursing station, medication rooms, kitchen, laundry room, or the front of the facility etc.)
13. Consuming food or beverages at unauthorized times or in unauthorized areas.
14. Selling tickets or chances on pools and raffles.
15. Unauthorized posting or policies or literature on clinical facilities.
16. Soliciting, collecting funds, and/or circulating literature of any nature at clinical facility sites and during ReNurse Academy participation without the approval of the administrator.
17. Performing personal work during class or clinical time without the permission of an instructor.
18. Not following ReNurse Academy's Electronic Device Policy
19. Taking more than the specified time for meals or break periods. Failure to get authorization from an instructor to go on breaks or lunch period.
20. Unauthorized attendance at or participation in meetings or gathering during actual class or clinical hours.
21. Discourteous conduct toward any patient, visitor, doctor, employee, instructor, or classmates (arguing, fighting, profanity).
22. Inefficiency, inability and/or gross or repeated negligence in the performance of assigned duties.
23. Altering, falsifying or making willful misstatement of facts on any patient record or chart or any other facility record or chart.
24. Failure to withdraw from or report outside activities or interest, which conflicts with, detracts from, or adversely affects the interest of the facility.
25. Leaving assigned clinical area without notification or authorization from an instructor or supervisor (**leaving the clinical facility building to go on break is not allowed**).
26. Being in unauthorized areas (kitchens, business office, pharmacy, behind the nursing station, staff lounge etc.) without authorization.
27. Having visitors while attending clinical experiences without authorization.

28. Violation of patients' rights.
29. Arguing or fighting.
30. Threats of any nature to patients, clinical facility staff, instructors, or classmates.
31. Sleeping during clinical time.
32. Watching television during clinical time.
33. Lounging in patients' room or using the patient telephone.
34. Loitering in lobby or in front of the clinical facilities (*lounging in chairs in lobby is not allowed*).
35. Sitting or lounging in patient's rooms unless they are being fed.
36. **DO NOT:**
 - a. Transfer patient alone or with another participant
 - b. Use mechanical lift alone or with another participant
 - c. Shower patient alone or with another participant

You will need an instructor or staff member to perform the above skills

I understand all of the above and will abide by these rules of conduct while attending ReNurse Academy or at an affiliated clinical facility.

Participant Signature

Date

CLINICAL EXPECTATIONS

1. Participants are expected to arrive on time. For best practice participants should arrive 15 minutes early. It is encouraged to eat breakfast before arriving to clinical.
2. It is required by law that all healthcare participants possess a photo ID with the name of their educational institution on the ID. This ID must be worn ***at all times*** while the participant is at the clinical site.
3. Participants are expected to follow the appropriate clinical dress code, which includes scrub attire with white shoes, ID badge, clinical bag, and a positive mental attitude. Therefore, if participants report to clinical without these items, the participant will be sent home and the day of clinical will be missed.
4. Participants are expected to stay at clinical the entire clinical day. All personal appointments ***shall not*** be scheduled during this time. If an emergency arises the participant must speak with the instructor the week before, or at the ***beginning*** of the clinical day. The instructor must grant authorization to leave early.
5. Participants must respect and accept authoritative directions from their instructors. Discussion are allowed. ***Arguing is not allowed.*** If an issue cannot be resolved with an instructor, the participant will be instructed to leave the facility and follow-up with the program coordinator.
6. ReNurse Academy is not responsible for valuables brought to the clinical site. Participants must leave purses and valuables at home or in the trunk of their cars. Any keys, or small wallets brought to clinical should be small enough to be placed in the participant's uniform pockets.
7. Participants are guests in the clinical facilities and are expected to be on their best behavior at all times. Best behavior applies to both inside and outside of the clinical facility. Best behavior includes appropriate language and topics of conversation appropriate to the environment.
8. Participants are expected to be courteous and respectful to each other, to residents, to instructors, and to facility staff. Participants must follow the ReNurse Academy's code of conduct that participants sign on the first day of class.
9. Participants are expected to stay alert and awake during clinical, and to fully participate in clinical activities.
10. Participants are expected to arrive to clinical prepared. Failure to not be prepared can result in being sent home for the day.
11. Electronic devices:
 - a. **Are either turned off or placed on vibrate**
 - b. **Are not to be handled in resident care areas**
 - c. **Are to be used only in the break room during breaks**
12. If a participant's needs to use their phone for ***emergency purposes***, the participant needs to inform the instructor prior to taking the call, so that their patient assignment and task could be monitor/assigned while the participant steps away.
13. Participants are always accompanied by their instructor when they are on the nursing units. If a participant arrives early to clinical, the participant is to wait in the lobby for the instructor to arrive. ***Under no circumstances should any participant be on the nursing units before their instructor arrives.***
14. Participants are responsible for completing their clinical assignments. Participants must report to their instructor, at the time of assignment if they are unable to complete any part of their assigned assignment.
15. Participants are expected to be productive while on the nursing units. After completing their resident assignment, participants must assist facility staff, socialize with residents, or ask their instructor for direction. At no time during the clinical day should participants just be sitting around.
16. Participants are advised to bring lunch. A refrigerator will be provided for storage.
17. Breaks will be scheduled. Participants are responsible for returning to the nursing unit on time after breaks. Breaks are to be taken in the facility break rooms only. Participants are ***not*** allowed:
 - i. **To take their breaks in the lobby of the facility**
 - ii. **To leave facility's campus during breaks**
 - iii. **To have visitors during breaks**
18. Eating and chewing gum are not allowed in the clinical area.

19. If an incident happens (anything unusual), the participant must report it immediately to the instructor.
20. If a participant is unable to abide by clinical rules, progressive discipline will occur (verbal warning, written warning, dismissal for the day, and other measures up to and including dismissal from the program).

I have read above and agree to abide by the clinical expectations.

Participant's Name

Date

CLINICAL SITE POLICY LPN REFRESHER COURSE

ReNurse Academy's LPN Refresher Course is approved by Connecticut State Board of Examiners for Nursing. This clinical portion of the course is designed to be completed within an 8-week period. Only under unusual circumstances will this time period be extended. Should such an extension become necessary, it must be agreed upon in writing by the Clinical Instructor, the Course Coordinator, and the Nurse Refresher Participant.

The institution providing the clinical practice and preceptor may terminate the clinical practice of the participant for actions inappropriate to the role of the Nurse Refresher participant. It is expected the participant shall:

1. Be a productive member of the nursing care team.
2. Follow all policies and procedures of the institution.
3. Possess a professional attitude and act accordingly at the clinical site.

Failure to comply with the above will first result in a conference between the Participant, Clinical Instructor and Course Coordinator. If prompt resolution is not accomplished, the Course Coordinator will decide as to whether or not the termination of the clinical practice is necessary.

A copy of this policy will be given to the institution, the instructors, and the participant prior to starting the clinical practice.

Cooperation and compliance in these matters will benefit the participant, the affiliating facility and the Refresher course.

Brittany Faison, RN, MSN,
Director
ReNurse Academy

Participant Memorandum Policy

ReNurse Academy Participants are held to a professional standard and accountability. Participants who receive more than two (2) memorandums will be dismissed from ReNurse Academy.

Participants have a total of **10 points (2 memorandums)** allotted. When a participant reaches 5 points s/he will receive the **first** memorandum. The **second** memorandum will be issued at **10 points and a dismissal given to the participant.**

- + An accrual of more than 5 points, will require the participant to meet with the clinical instructor and/or Clinical Coordinator and/or Program Director.
- + An accrual of 10 points is grounds for dismissal from ReNurse Academy

Participants can receive points as followed:

Professional Standards

4 point	Unprofessional /Negative Behavior while on the clinical unit
1 point	Lack of adherence to personal grooming
2 point	Lack of adherence to institutional policies and procedures
1 point	Inability to communicate effectively to ReNurse Academy faculty

Netiquette

3 point	Use of inappropriate or excessive characters, bold, or capitalizations
4 point	Online expressions of hostility will not be tolerated
3 point	Unprofessional, rude, or aggressive emails or online comments

Clinical Attendance

2 points	Arrive late on unit by 30 minutes after assigned time AND notifying the clinical instructor
4 points	Arrive late on unit by 30 minutes after assigned time <u>without</u> notifying the clinical instructor
5 points	Failure to call for lateness or absence
1 point	Break or lunch beyond the allotted time by clinical instructor
2 points	Failure to return to unit after assigned lunch break/lunch time
1 point	Failure to call out by expected time as set by the clinical instructor
1 point	Student leaves clinical site prior to time assigned by the clinical instructor

Preparation

2 points	Lack of knowledge or consideration of the medical/nursing status of assigned patient
2 points	Demonstrated lack of knowledge of clinical skills
1 point	No clinical supplies ex. Black pen, stethoscope, notebook etc.
2 points	Failure to submit assigned clinical homework

Implementation of Patient Care

4 point-	Inability to provide safe, basic nursing care in a timely and organized manner
5 points	Unsafe practice while providing patient care

Medications

1 point	Lack of knowledge re: classification, dosage, side effects and nursing implementation of ordered medication
1 point	Incomplete evaluation for administration of medications based on laboratory, radiology results and nursing evaluation
2 points	Improper administration of medications
3 point	Inaccurate or incomplete documentation of medication administration

Documentation

2 point	Patient head to toe evaluation and subsequent documentation not completed in a timely manner
2 point	Unaware of current provider orders
3 point	Incomplete documentation of treatment ordered by a provider OR change in patient condition

Punctuality

- ✦ Must show up at the clinical facility at the specified time.
- ✦ If you are greater than 30 minutes late, you cannot attend the clinical session for that day and will be marked as absent. The same method is applied if the student leaves a clinical session before the designated end time, i.e., leaving 15 minutes earlier has the same penalties as being late, and 30 minutes earlier as being absent.

Attendance Policy

- ✦ All clinical training days must be attended, and the attendance sheet signed.
- ✦ If a clinical training day is missed for any reason, the instructor has to be informed.
- ✦ A makeup fee of \$150.00/missed day is charged. The payment needs to be made prior to makeup. ReNurse Academy will issue a payment receipt which the participant will present to the makeup clinical instructor. Also, the participant will have to sign up for make-up hours via ReNurse Academy's scheduling link. The makeup clinical instructor will issue a makeup hour completed form to the participant. The participant then will submit the form to the Course Coordinator.

If the clinical time is not made up, the participant will be unable to successfully complete this course.

MULTI-WAVIER LIABILITY FORM

THIS IS A WAIVER, RELEASE, AND AGREEMENT TO HOLD HARMLESS.
-PLEASE READ BEFORE SIGNING-

_____ I give permission for my picture from my ReNurse Academy participant identification photo to be reproduced as part of a composite picture for ReNurse Academy, faculty uses, and for my clinical name badge. I authorize ReNurse Academy to photograph me and/or my property and authorize ReNurse Academy the absolute right and unrestricted permission to publish and/or use such photographs for use in any of its publications and/or promotional materials.

_____ I give my permission for the ReNurse Academy to provide my Colleague Identification number, social security number, immunization status, background check results, TB test results and urine drug screen results to the healthcare agencies where I have nursing participant clinical experiences. I understand the release of this information is necessary to permit access for full clinical participation.

_____ ReNurse Academy participants are required to have health insurance coverage for the duration of the course because participants assigned to any clinical experience are not covered by any participating institution or agency or by ReNurse Academy. Therefore, I understand that I am required to possess health insurance coverage for the duration of my program of study in order to participate in all clinical experiences associated with the LPN Refresher Course. I also understand that I am solely and personally responsible for any payments or charge(s) not covered by such insurance.

_____ I understand that I am responsible for all of my own medical expenses due to injury or illness and agree to hold harmless, release, and indemnify agents, servants, employees, faculty and participants of ReNurse Academy from all causes of action, claims demand, or liability, which may arise during my course of study, on behalf of myself, my heirs, my executors, administrators or assigns, or on behalf of my minor child or children or his/her/their heirs, executors, administrators or assigns.

_____ I understand that I must report criminal offenses (other than minor traffic violations, such as speeding) to ReNurse Academy within two working days of the offense. Examples include, but are not limited to; minor consumption of alcohol, minor possession of alcohol, assault, vandalism, driving while under the influence, disorderly conduct, etc.

_____ I acknowledge that I have read and understand the Essential Functions found in the Participant Handbook, which are required for entry into and progression through the course. To the best of my knowledge, I currently meet the Essential Functions. Should any circumstance occur which prevents me from meeting these Essential Functions, I will notify my program coordinator within two working days or my next scheduled clinical or class day (whichever occurs first).

_____ I have read and understand the course completion requirements for the LPN Refresher Course found in the Participant Handbook.

_____ I understand that I will accept responsibility for the use of ReNurse Academy's laboratory equipment/supplies. In the event an item(s) is lost, stolen or damaged while issued to me, I agree to replace said item(s) at my expense. An incomplete grade (I) will be assigned for the course until restitution is made. This is in force during the time that I am enrolled in the LPN Refresher Course at ReNurse Academy. If I do not sign this waiver, I will not be eligible to enroll in the LPN Refresher Course.

_____ I acknowledge, and I am aware of the potential danger involved in participating in the LPN Refresher Course including but not limited to driving or riding to and from approved ReNurse Academy activities for the purpose of class or clinical experiences. On behalf of myself, my executors, administrators, heirs, next of kin, successors, and assigns I hereby: a) waive, release and discharge from any and all liability for my death, disability, personal injury, property damage, property theft or actions of any kind which may hereafter accrue to my estate, ReNurse Academy, and its, agents and employees, and b) indemnify and hold harmless the ReNurse Academy, its agents and employees from and against any and all liabilities and claims made by other individuals or entities as a result of any of my actions during my enrollment in the LPN Refresher Course. I hereby consent to receive any medical treatment which may be deemed advisable in the event of injury, accident or illness during my enrollment in the LPN Refresher Course. This release and waiver shall be construed broadly to provide a release and waiver to the maximum extent permissible under applicable law. This is in force during the time that I am enrolled at ReNurse Academy.

*If I do not sign this waiver, I will not be eligible to enroll as a participant at ReNurse Academy.

_____ I understand my computer must meet the hardware and software specifications outlined in the Participant Handbook.

_____ I acknowledge that I have read and understand the Participant Handbook.

_____ I understand this form is required to participate in the LPN Refresher Course at ReNurse Academy.

By submitting this completed form you are agreeing to the statements above. The completed information below will serve as a valid signature.

_____ Printed Participant Name

_____ Date

_____ Participant Signature

_____ Phone Number



PARTICIPANT ACCIDENT/ INCIDENT REPORT

Instructions: This form is to be completed by the ReNurse Academy's employee who either witnesses the participant accident/incident or who is supervising the participant at the time of the injury. The report should be submitted immediately to the Program Director.

PARTICIPANT'S NAME: _____
 DATE OF BIRTH _____ Female Male
 PHONE NUMBER _____

LOCATION INCIDENT OCCURRED: _____
 LOCATION/ADDRESS WHERE INCIDENT OCCURRED: _____
 LOCATION PHONE NUMBER: (____) _____

INCIDENT REPORTED BY: (name and title) _____
 DATE OF ACCIDENT/INCIDENT _____ Time _____ Location _____

TYPE OF ACCIDENT/INCIDENT

<input type="checkbox"/> Accident <input type="checkbox"/> Incident <input type="checkbox"/> Choking <input type="checkbox"/> Ingestion of Foreign Object <input type="checkbox"/> Unauthorized Departure/Elopement <input type="checkbox"/> Medication Error	<input type="checkbox"/> Harmful Act to Self <input type="checkbox"/> Harmful Act to Staff <input type="checkbox"/> Harmful Act to Others <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Violation of ReNurse Academy Rule <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> Injury of Unknown Origin <input type="checkbox"/> Adverse Environmental Exposure <input type="checkbox"/> Equipment Malfunction <input type="checkbox"/> Possession of Weapon <input type="checkbox"/> Possession of Illegal Substance/Paraphernalia
--	---	---

NATURE OF INJURY

<input type="checkbox"/> Abrasion <input type="checkbox"/> Break/Fracture <input type="checkbox"/> Concussion <input type="checkbox"/> Poisoning <input type="checkbox"/> Sprain <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> Asphyxiation <input type="checkbox"/> Bruise <input type="checkbox"/> Cut <input type="checkbox"/> Puncture	<input type="checkbox"/> Bite <input type="checkbox"/> Burn <input type="checkbox"/> Dislocation <input type="checkbox"/> Scratch
--	---	--

PART OF BODY INJURED

<input type="checkbox"/> Abdomen <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Back <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Elbow <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Finger <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Head <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Mouth <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Tooth. <input type="checkbox"/> Left <input type="checkbox"/> Right	<input type="checkbox"/> Ankle <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Chest <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Eye <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Foot <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Knee <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Nose <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Wrist <input type="checkbox"/> Left <input type="checkbox"/> Right	<input type="checkbox"/> Arm <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Ear <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Face <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Hand <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Leg <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Scalp <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Other <input type="checkbox"/> Left <input type="checkbox"/> Right (specify) _____
---	--	---

CARE/TREATMENT GIVEN (i.e., type of first aid given, medication, etc.)

DISPOSITION OF PARTICIPANT

Returned to Class Home Hospital Police Doctor Suspension
 Emergency Transportation Other (specify) _____



PARTICIPANT ACCIDENT/ INCIDENT REPORT

PARTICIPANT RELEASED TO: (name and title) _____

PARTICIPANT'S NAME _____

DATE OF REPORT _____

DESCRIPTION OF ACCIDENT/INCIDENT (attach additional sheet if necessary)

Was the accident/incident observed by staff? No Yes

Name/title of person _____

Was the accident/incident reported by another source? No Yes

Name/title of source _____

Were there additional witnesses? No Yes

Provide the name, title, and phone number of additional witnesses below

- 1. _____
- 2. _____
- 3. _____

OTHER PERSONS INJURED AS A RESULT OF THIS INCIDENT:

SUGGESTED ACTION TO PREVENT RECURRENCE: _____



PARTICIPANT ACCIDENT/ INCIDENT REPORT

NOTIFICATIONS MADE	Date	Time	by (initials)	method (phone, note, etc.)
<input type="checkbox"/> Site Administrator	_____	_____	_____	_____
<input type="checkbox"/> Program Director	_____	_____	_____	_____
<input type="checkbox"/> Care provider	_____	_____	_____	_____
<input type="checkbox"/> Nurse	_____	_____	_____	_____
<input type="checkbox"/> Instructor	_____	_____	_____	_____
<input type="checkbox"/> Law Enforcement	_____	_____	_____	_____
<input type="checkbox"/> Other (specify)	_____	_____	_____	_____

COMMENTS _____

EMPLOYEE SIGNATURE _____ DATE _____

PROGRAM DIRECTOR _____ DATE _____



Complaints Policy

In the event of a complaint, dispute or grievance, all participants should follow the following procedures:

- Complaints directed at an individual staff or faculty member must be discussed directly with the individual involved. Many times, addressing the issue right away resolves the problem.
- If after addressing the issue and the participant feels that the matter remains unresolved, he or she must submit a Formal Complaint, in writing, to the Program Director within five (5) business days excluding Saturdays and Sundays, State and Federal Holidays. Program Director will respond, in writing, within five (5) business days excluding Saturdays and Sundays, State and Federal Holidays.
- If the complaint cannot be resolved after exhausting the institution's Grievance Procedure, the participant may contact the State of Connecticut Department of Public health.





Participant Complaint Form

Your Name: _____ Date: _____ Phone Number: _____

Address: _____

Program: _____ Name of Supervising Instructor: _____

Complaint Information

Date of Incident: _____ Time of Incident: _____

Location of Incident: _____

Please describe the incident in detail:

(please use a separate sheet of paper for more space)

If there are others who have witnessed the incident, please provide their names and phone numbers below:

Do you have any suggestions for resolving the complaint? If so, please explain.

Do you have any additional information or complaints? If so, please explain.

Signature: _____





Participant Memorandum Policy

ReNurse Academy Participants are held to a professional standard and accountability. Participants who receive more than two (2) memorandums will be dismissed from ReNurse Academy.

Participants have a total of **10 points (2 memorandums)** allotted. When a participant reaches 5 points s/he will receive the **first** memorandum. The **second** memorandum will be issued at **10 points and a dismissal given to the participant.**

- ✦ An accrual of more than 5 points, will require the participant to meet with the clinical instructor and/or Clinical Coordinator and/or Program Director.
- ✦ An accrual of 10 points is grounds for dismissal from ReNurse Academy

Participants can receive points as followed:

Professional Standards

4 points	Unprofessional /Negative Behavior while on the clinical unit
1 point	Lack of adherence to personal grooming
2 points	Lack of adherence to institutional policies and procedures
1 point	Inability to communicate effectively to ReNurse Academy faculty

Netiquette

3 points	Use of inappropriate or excessive characters, bold, or capitalizations
4 points	Online expressions of hostility will not be tolerated
3 points	Unprofessional, rude, or aggressive emails or online comments

Clinical Attendance

2 points	Arrive late on unit by 30 minutes after assigned time AND notifying the clinical instructor
4 points	Arrive late on unit by 30 minutes after assigned time without notifying the clinical instructor
5 points	Failure to call for lateness or absence
1 point	Break or lunch beyond the allotted time by clinical instructor
2 points	Failure to return to unit after assigned lunch break/lunch time
1 point	Failure to call out by expected time as set by the clinical instructor
1 point	Student leaves clinical site prior to time assigned by the clinical instructor

Preparation

2 points	Lack of knowledge or consideration of the medical/nursing status of assigned patient
2 points	Demonstrated lack of knowledge of clinical skills
1 point	No clinical supplies ex. Black pen, stethoscope, notebook etc.
2 points	Failure to submit assigned clinical homework



Implementation of Patient Care

4 points	Inability to provide safe, basic nursing care in a timely and organized manner
5 points	Unsafe practice while providing patient care

Medications

1 point	Lack of knowledge re: classification, dosage, side effects and nursing implementation of ordered medication
1 point	Incomplete evaluation for administration of medications based on laboratory, radiology results and nursing evaluation
2 points	Improper administration of medications
3 points	Inaccurate or incomplete documentation of medication administration

Documentation

2 points	Patient head to toe evaluation and subsequent documentation not completed in a timely manner
2 points	Unaware of current provider orders
3 points	Incomplete documentation of treatment ordered by a provider OR change in patient condition

Punctuality

- ✦ Must show up at the clinical facility at the specified time.
- ✦ If you are greater than 30 minutes late, you cannot attend the clinical session for that day and will be marked as absent. The same method is applied if the student leaves a clinical session before the designated end time, i.e., leaving 15 minutes earlier has the same penalties as being late, and 30 minutes earlier as being absent.

Attendance Policy

- ✦ All clinical training days must be attended, and the attendance sheet signed.
- ✦ If a clinical training day is missed for any reason, the instructor has to be informed.
- ✦ A makeup fee of \$150.00/missed day is charged. The payment needs to be made prior to makeup. ReNurse Academy will issue a payment receipt which the participant will present to the makeup clinical instructor. Also, the participant will have to sign up for make-up hours via ReNurse Academy's scheduling link. The makeup clinical instructor will issue a makeup hour completed form to the participant. The participant then will submit the form to the Course Coordinator.

If the clinical time is not made up, the participant will be unable to successfully complete this course.



PARTICIPANT MEMORANDUM

#1

Participant Name: _____ **Date:** _____

1st Memorandum: _____ (5 points)

List the participants points below or attach a copy of the participant point record.

Date	Category	Assigned Points
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Has the participant met with the clinical instructor?
a. yes or No
2. Has the participant met with the clinical coordinator/program director?
a. yes or No
3. Has the participant been coached regarding 2nd memorandum and dismissal?
a. yes or No

_____ **(Please initial)** This is your first memorandum. You have received a total of **5 points** to date. If you receive 5 more points totaling **10 points**, you will be **dismissed** from ReNurse Academy.

Participant Signature **Date**

Clinical Instructor Signature **Date**





PARTICIPANT MEMORANDUM
#2

Participant Name: _____ Date: _____

Date of 1st Memorandum: _____ (5 points)

List the participants points below or attach a copy of the participant point record.

Date	Category	Assigned Points
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Has the participant met with the clinical instructor?
 a. yes or No

2. Has the participant met with the clinical coordinator/program director?
 a. yes or No

3. Has the participant been coached regarding 2nd memorandum and dismissal?
 a. yes or No

_____ (Please initial) This is 2nd memorandum. You have received a total of **10 points** to date. Per ReNurse Academy's Policies you are **dismissed** from ReNurse Academy.

 Participant Signature Date

 Clinical Instructor Signature Date





CLINICAL SITE POLICY
LPN REFRESHER COURSE

ReNurse Academy's LPN Refresher Course is approved by Connecticut State Board of Examiners for Nursing. This clinical portion of the course is designed to be completed within an 8-week period. Only under unusual circumstances will this time period be extended. Should such an extension become necessary, it must be agreed upon in writing by the Clinical Instructor, the Course Coordinator, and the Nurse Refresher Participant.

The institution providing the clinical practice and preceptor may terminate the clinical practice of the participant for actions inappropriate to the role of the Nurse Refresher participant. It is expected the participant shall:

1. Be a productive member of the nursing care team.
2. Follow all policies and procedures of the institution.
3. Possess a professional attitude and act accordingly at the clinical site.

Failure to comply with the above will first result in a conference between the Participant, Clinical Instructor and Course Coordinator. If prompt resolution is not accomplished, the Course Coordinator will decide as to whether or not the termination of the clinical practice is necessary.

A copy of this policy will be given to the institution, the instructors, and the participant prior to starting the clinical practice.

Cooperation and compliance in these matters will benefit the participant, the affiliating facility and the Refresher course.

Brittany Faison, RN, MSN,
Director
ReNurse Academy



LPN Clinical Skills Self-Assessment Checklist

Name: _____

This skills checklist is meant to be a self-assessment guide for you. Determine approximately when you last performed some, if not all of these skills in a nursing clinical position, **based on** your education and training, licensure and scope of practice. If you are satisfied with your skill performance for the skills listed below, please indicate. As you have been away from the field of nursing for some time, both Simulation and Clinical experiences are designed for you to obtain more hands-on time moving towards proficiency with clinical skills; they are not designed for testing. This checklist will also help you and your preceptor evaluate which skills to spend more time on while in the clinical area.

Clinical Skill	Year last performed clinical skill	Satisfactory	Needs more hands-on time	Recommendation(s) from your Preceptor
Hand hygiene				
Donning and removing personal protective equipment				
Making a Bed: Unoccupied Occupied				
Bathing the client				
Oral hygiene				
Bedpan/Urinal				
Vital Signs: Temp. Pulse Resp. Rate Blood pressure SaO2				
Oral feeding				
Enteral feeding				
Transfer of client: Bed Chair Gurney Arjo lift or other bariatric equipment				
Range of motion (ROM)				
Client repositioning				
Restraints				
Pressure ulcer care				
Sterile dressing change				
Point of Care Fingerstick Glucose testing				
Specimen collection: Urine Nasal Feces Throat Sputum Wound				
Intake and Output				

Ostomy care				
Insertion of urinary catheter: Indwelling Strait cath Condom cath				
Enema				
NG tube insertion				
NG/G-tube care				
Insert Peripheral IV or Venipuncture				
Medication Administration <ul style="list-style-type: none"> • PO • IM • Subq • IV piggyback • IV push • Ophthalmic • Otic • Topical 				
O ₂ therapy				
Admission Head to Toe Evaluation				
Documentation of care				
Shift Evaluation				
Discharging a Client				
Suctioning: Oral NT				
Care of Drains: JP Hemovac Other				
Trach Care				
Isolation Cart				
Thrombotic Stockings or SCDs				
Medication Reconciliation				
Electronic Charting				
Other				

Signatures needed only when in clinical areas:

Clinical instructor name and initials: _____

Clinical instructor name and initials: _____



Guide for LPN Refresher Course Clinical Experience

The following information is only a guide; please adapt based on your best judgment and/or the participant's needs.

Clinical Day 1

1. Participants are required to follow the instructor throughout the day, learning the layout of clinical site.
2. Instructor to:
 - a. Show participant how to access facility policies and procedures, and emergency preparedness
 - b. Discuss patient's rights and HIPAA
 - c. How to organize the assignment at beginning of shift.
 - d. What the nurse needs to observe on initial rounds and patient evaluations (assessments).
 - e. How to set priorities and plan work.
 - f. The method and major forms used in clinical documentation on the unit.
 - g. The participant's self-assessment of clinical skills (See Clinical Skills Checklist)
3. Instructor completes the Clinical Log Sheet for the Day.

Clinical Days 2, 3, 4, 5

1. Instructor to give participant a light assignment (i.e., one patient with care[s] with direct supervision of all technical skills until return demonstrations are satisfactory).
2. Participant is to observe various charting forms for the medical record.
3. Participant is to review policies and procedures including HIPAA regulations for the institution.
4. Participant and Instructor will discuss the participant's nursing data collection skills.
5. At the end of the shift, the Instructor will review the participant's work, provide feedback, and complete Clinical Log.

Remainder of Clinical Days

1. Complete at least one admission including physical head to toe data collection and initiation of care plan.



2. Administer medications per each route (i.e., p.o., S.Q., I.M., I.V.).
3. Demonstrate use of the nursing process and Problem Oriented charting.
4. Continue physical head to toe data collection.
5. Continue performing nursing treatments and procedures available on unit.
6. Observe physicians or nurse practitioners with diagnostic tests and procedures as available on unit.
7. Intravenous therapy:
 - a. Intravenous pumps
 - b. Intermittent I.V. administration
8. Instructor will notify participants of any in-service education appropriate for participant.
9. Be available for daily conferences with the Instructor
10. At the end of the shift, the Instructor will review participant's work, provide feedback and complete Clinical Log sheet.

Final Clinical Day

1. Instructor will complete and send evaluation form to:
Brittany Faison
renurseacademy@gmail.com
2. Participant must sign evaluation form.



Physical Exam and Clinical Clearance Guidelines

All participants applying to the LPN Refresher Course must submit a completed **ReNurse Academy physical exam form** signed, stamped and dated by a healthcare provider clearing the participant to participate in clinical placement/s (clearance obtained from chiropractors not accepted).

- ♦ Physical exams must be dated within a year.
- ♦ Only forms completed in full will be accepted.

Immunizations Requirements

- ♦ **Measles, Mumps, Rubella (MMR) and Varicella**-proof of measles, mumps, rubella and varicella titers must consist of a number value and constitute immunity (positive). Equivocal titers are considered negative. Negative titer results will require one or two booster doses with the respective vaccine. If two doses are required, they must be separated by 28 days. Titers must be repeated no fewer than 30 days after the last vaccination and submitted no later than 6-8 weeks after the last booster dose. Copies of the original lab results must be attached. A copy of repeated lab results must also be submitted.
- ♦ **Tetanus**-proof of one tetanus vaccine **within 10 years** must be documented.
- ♦ **Polio**-proof of childhood vaccination accepted. If no record of childhood vaccine is available your healthcare provider may write in "childhood immunization" if vaccinated as a child.
- ♦ **Hepatitis B**- the 3 dose vaccination series is recommended. Doses are administered on a 0, 1 month, and 6 months schedule. Titers are also recommended to verify immunity but only if all three doses have been received 30 days prior to the blood test. Dates of vaccine or positive titer results must be documented on the physical exam form. A copy of the original lab results must be attached if documenting positive titer results. A declination form may be signed in lieu of vaccination.
- ♦ **Tuberculin Skin Test**- Proof of a negative tuberculin skin test must be documented and dated **within one year**. If a positive test is documented a copy of a negative chest x-ray report must be attached. Once a person is PPD positive, they no longer should be tested with the Mantoux skin test.
- ♦ **Urine drug screen**- a negative urine drug screen which includes all recreational drugs must be documented with a copy of the original lab results attached. If a prescribed drug is identified the healthcare provider must include a note of validation.

When all the above is satisfied the participant should make a copy of the exam for their records and submit the original to the office personnel.

Physical Examination Form



Name (please print) Last First

Address City State Zip

Date of Birth (Month/Day/Year) Phone (home) (cell phone number)

Sex: Male Female

HT (in.)	WT (lbs.)	Temp:	Pulse:	BP:
Vision Right Eye:			Vision Left Eye:	
Allergies:			Current medications:	
	NORMAL	ABNORMAL	COMMENTS	
HEAD, NOSE, SINUSES, NECK, THYROID	<input type="checkbox"/>	<input type="checkbox"/>		
MOUTH, THROAT, TEETH and GUMS	<input type="checkbox"/>	<input type="checkbox"/>		
EYES	<input type="checkbox"/>	<input type="checkbox"/>		
EARS	<input type="checkbox"/>	<input type="checkbox"/>		
SKIN	<input type="checkbox"/>	<input type="checkbox"/>		
CHEST, BREASTS, LUNGS	<input type="checkbox"/>	<input type="checkbox"/>		
HEART and VASCULAR SYSTEM	<input type="checkbox"/>	<input type="checkbox"/>		
ABDOMEN	<input type="checkbox"/>	<input type="checkbox"/>		
MUSCULAR/SKELETAL	<input type="checkbox"/>	<input type="checkbox"/>		
NEURO	<input type="checkbox"/>	<input type="checkbox"/>		

COMMENTS:

Healthcare Provider signature

Date





Participant Name: _____ Date: _____

TEST	RESULT
PPD Date Implanted: _____	Negative _____ MM Positive _____ MM Date Read _____ If positive, date of last chest x-ray _____ Results of Chest x-ray _____ (attach copy of report)
dTap	Date of last dTap Booster _____ (Within the last 10 years)
Polio Immunization	Date of Polio Immunization _____
Varicella	Titer Value _____ Does this titer constitute immunity to Varicella? <input type="checkbox"/> Yes <input type="checkbox"/> No
Measles	Titer Value _____ Does this titer constitute immunity to Measles? <input type="checkbox"/> Yes <input type="checkbox"/> No
Mumps	Titer Value _____ Does this titer constitute immunity to Mumps? <input type="checkbox"/> Yes <input type="checkbox"/> No
Rubella	Titer Value _____ Does this titer constitute immunity to Rubella? <input type="checkbox"/> Yes <input type="checkbox"/> No
Hepatitis B Vaccine	Date of Hepatitis B Vaccines 1. _____ 2. _____ 3. _____ ***I choose to decline the Hepatitis B Vaccine at this time: Signature: _____ Date: _____
Meningitis	Date of Meningitis Vaccine: _____ ***I choose to decline the Meningitis Vaccine at this time: Signature: _____ Date: _____
Drug (Urine) Result: <input type="checkbox"/> Positive <input type="checkbox"/> Negative Date Tested: _____ Comments: _____ _____ _____	

****A COPY OF LAB REPORT MUST BE ATTACHED FOR TITER DRAWN AND FOR URINE DRUG SCREEN****

 Healthcare Provider Signature Date





Participant Name: _____ Date: _____

I, _____, have given a complete physical examination to:
_____, and in my opinion feel that she/he is in:
_____ health and is capable of participating, without hazard, in clinical practice settings.

Healthcare Providers Name (please print) _____ Title (must Include) _____

Healthcare Providers Signature Stamp _____ Date _____

Affix Healthcare Providers **Stamp** here:

Participant: I, the undersigned, give my permission to have my medical records released to ReNurse Academy and its affiliating agencies as requested.

Participant Signature: _____ Date: _____

I understand that ReNurse Academy strongly recommends that I be vaccinated for **Hepatitis B and Meningitis.**

Participant Signature: _____ Date: _____





Clinical Expectations

1. Participants are expected to arrive on time. For best practice participants should arrive 15 minutes early. It is encouraged to eat breakfast before arriving to clinical.
2. It is required by law that all healthcare participants possess a photo ID with the name of their educational institution on the ID. This ID must be worn ***at all times*** while the participant is at the clinical site.
3. Participants are expected to follow the appropriate clinical dress code, which includes scrub attire with white shoes, ID badge, clinical bag, and a positive mental attitude. Therefore, if participants report to clinical without these items, the participant will be sent home and the day of clinical will be missed.
4. Participants are expected to stay at clinical the entire clinical day. All personal appointments ***shall not*** be scheduled during this time. If an emergency arises the participant must speak with the instructor the week before, or at the ***beginning*** of the clinical day. The instructor must grant authorization to leave early.
5. Participants must respect and accept authoritative directions from their instructors. Discussion are allowed. ***Arguing is not allowed.*** If an issue cannot be resolved with an instructor, the participant will be instructed to leave the facility and follow-up with the program coordinator.
6. ReNurse Academy is not responsible for valuables brought to the clinical site. Participants must leave purses and valuables at home or in the trunk of their cars. Any keys, or small wallets brought to clinical should be small enough to be placed in the participant's uniform pockets.
7. Participants are guests in the clinical facilities and are expected to be on their best behavior at all times. Best behavior applies to both inside and outside of the clinical facility. Best behavior includes appropriate language and topics of conversation appropriate to the environment.
8. Participants are expected to be courteous and respectful to each other, to residents, to instructors, and to facility staff. Participants must follow the ReNurse Academy's code of conduct that participants sign on the first day of class.
9. Participants are expected to stay alert and awake during clinical, and to fully participate in clinical activities.
10. Participants are expected to arrive to clinical prepared. Failure to not be prepared can result in being sent home for the day.
11. Electronic devices:
 - a. **Are either turned off or placed on vibrate**
 - b. **Are not to be handled in resident care areas**
 - c. **Are to be used only in the break room during breaks**



Clinical Expectations

12. If a participant's needs to use their phone for ***emergency purposes***, the participant needs to inform the instructor prior to taking the call, so that their patient assignment and task could be monitor/assigned while the participant steps away.
13. Participants are always accompanied by their instructor when they are on the nursing units. If a participant arrives early to clinical, the participant is to wait in the lobby for the instructor to arrive. ***Under no circumstances should any participant be on the nursing units before their instructor arrives.***
14. Participants are responsible for completing their clinical assignments. Participants must report to their instructor, at the time of assignment if they are unable to complete any part of their assigned assignment.
15. Participants are expected to be productive while on the nursing units. After completing their resident assignment, participants must assist facility staff, socialize with residents, or ask their instructor for direction. At no time during the clinical day should participants just be sitting around.
16. Participants are advised to bring lunch. A refrigerator will be provided for storage.
17. Breaks will be scheduled. Participants are responsible for returning to the nursing unit on time after breaks. Breaks are to be taken in the facility break rooms only. Participants are ***not*** allowed:
 - i. **To take their breaks in the lobby of the facility**
 - ii. **To leave facility's campus during breaks**
 - iii. **To have visitors during breaks**
18. Eating and chewing gum are not allowed in the clinical area.
19. If an incident happens (anything unusual), the participant must report it immediately to the instructor.
20. If a participant is unable to abide by clinical rules, progressive discipline will occur (verbal warning, written warning, dismissal for the day, and other measures up to and including dismissal from the program).

I have read above and agree to abide by the clinical expectations.

Participant's Name

Date



ROLE OF THE CLINICAL INSTRUCTOR

Preceptors on units at the clinical site will:

1. Orient the participant to the physical layout of the unit and location of supplies, etc.
2. Be willing to explain pertinent policies of participating clinical facilities.
3. Review participant's self-assessment of clinical skills sheet.
4. Serve in a supervisory role for the participant's performance of new skills, procedures and clinical decisions.
5. Make clinical assignments that assist the participant to achieve goals.
6. Discuss with the participant the plan of care for each of the participant's assigned patients.
7. Provide the participant with assistance in setting priorities and discuss timeframe in which tasks are to be performed.
8. Review with the participant each assigned patient's medications, answer clinical questions, and facilitate the participant's search for information about unfamiliar medications.
9. Arrange for the participant to engage in any procedures being performed on the unit that would be educational. Examples of learning opportunities include urinary catheterizations, IV therapy, blood glucose monitoring, wound care, etc.
10. Be alert for and facilitate the participant's attendance at any facility in-services that would be educationally beneficial.
11. Provide the participant with daily feedback including positive reinforcement and suggestions for improved performance. Complete the final clinical evaluation form and discuss with participant.



LPN Refresher Course: **Clinical Evaluation Form**

(To be completed by your Clinical Instructor)

Participant Name: _____ Date: _____

Key: O = Outstanding; S = Successful; N.I. = Needs Improvement; N.O. = Not Observed

Course Objective	Behavior	O	S	N.I.	N.O.	Comments
1. Incorporates previously acquired nursing knowledge and skills.	a. Utilizes previously acquired knowledge and skills as a basis to evaluate present patient needs.					
2. Acquires additional knowledge and skills in the clinical setting.	a. Demonstrates preparation for patient care assignment by reviewing nursing care plan, medication record(s) and assigned procedures and treatments.					
	b. Performs nursing skills by utilizing appropriate techniques.					
	c. Demonstrates ability to perform cardiopulmonary resuscitation (CPR) in laboratory.					
3. Demonstrates appropriate effective communication techniques.	a. Utilizes effective communication skills when developing interpersonal relationships with the patient and/or family and all members of the health care team.					
	b. Charts and reports promptly in a clear and concise manner.					
4. Participates as an active member of the health care team by utilizing the nursing process to provide individualized patient care.	a. Collect data on patient needs in order of priority.					
	b. Plans and implements nursing care in a safe and organized manner.					
5. Demonstrates professional responsibility by utilizing the available resources which will aid	a. Recognizes own strength and weaknesses.					



in the present and ongoing growth process of the nurse.						
	b. Identifies own learning needs and selects experiences that will fulfill these needs.					
	c. Utilizes appropriate resource materials and persons as applicable.					
	d. Seeks and accepts assistance and supervision as necessary.					
	e. Continually accepts more responsibility each clinical day.					
	f. Completes assignments and uses time wisely.					
6. Identify 3 goals for the Clinical Setting with clinical instructor. Identify if these goals were achieved.	1.					
	2.					
	3.					

Instructors' Signature: _____ Date of signature: _____

Instructor Comments: _____

Participant's Signature: _____ Date of signature: _____

Participant Comments: _____

Coordinator's Signature: _____ Date of signature: _____

Coordinator Comments: _____



Licensed Practical Nurse Refresher Course

Clinical Facility Affiliation Agreement

Name of Company: ReNurse Academy

Name of Facility: _____

Address of Facility: _____

ReNurse Academy's Licensed Practical Nurse Refresher Course has been approved the **Connecticut Board of Examiners for Nursing** to conduct a Licensed Practical Nurse (LPN) Refresher Course, which requires clinical experience in licensed facilities in various specialty areas to include but are not limited to: *Skilled Nursing and Rehabilitation, Nursing Home/Long-term Care, Residential and Assisted living, Hospitals, Surgical Centers, Urgent Care Centers, Primary Care Offices, Home Care, Hospice Centers, Adult Daycare facilities, Group Homes, Dialysis Center, or Health Departments etc.*

(Name of Affiliating Nursing Facility)

located at _____

(Location of Affiliating Nursing Facility)

has agreed to provide this supervised clinical experience. Therefore, the nursing facility, now referred to as the affiliating institution, and ReNurse Academy,

Enter into the following agreement:

ReNurse Academy will arrange for a maximum of **10 participants** at a given time to affiliate

at _____ for a total of _____ **hours**
(Name of Nursing Facility)

The *specific hours/days* will be agreed upon by a designee of each party and each will keep a copy of the schedule. There will be no more than **10 participants** assigned to one (1) clinical instructor.

Taking attendance at the clinical facility site will be the responsibility of ReNurse Academy. Participants will not displace or replace regular employees at the affiliating facility.



Before the participant begins the supervised clinical experience, he or she will demonstrate clinical skills competency and evidence of physical requirements deemed necessary by agreement of both parties. The ReNurse Academy is responsible for ensuring that the participant has had a physical exam with 6 months before starting, and all recommended inoculations before their supervised clinical experience.

ReNurse Academy/Affiliating Institution is responsible for participant injury acquired at the affiliation site. Participants and instructors will also carry liability insurance and a signed statement indicating that they have a policy covering liability towards third parties resulting from this clinical supervised experience.

During the internship hours, participants will be under the supervision of the clinical instructor(s) employed by the ReNurse Academy, but at other times may be supervised by the professional staff of the affiliating institution. ReNurse Academy is responsible for providing all theory/practice instruction. The theory component of this course consists of a (120) theory hours that must successfully be completed before the supervised clinical experience. Participants will have received the necessary classroom and clinical instruction from ReNurse Academy before being authorized to perform any patient care.

The clinical instructor(s) will make clinical assignments and, with the help of the professional staff of the affiliating institution, will evaluate each participant's performance using the evaluation instruments provided by ReNurse Academy. Not all skills must be demonstrated during the clinical experience, some can be during skills classes.

ReNurse Academy instructors and participants will need to obtain consent from the patients assigned prior to providing care. ReNurse Academy's instructors and participants will need access to the facility's electronic health record in order to provide safe and adequate care during the clinical experience.

The clinical instructor will be present at all times participants are present. ReNurse Academy's program Director will make (frequent) visits at the clinical site to ensure compliance of both the ReNurse Academy and affiliating institution policies and procedures.

ReNurse Academy is responsible for the conduct/dress requirements of the participants at the clinical site. A participant who does not satisfactorily meet the requirements of this clinical experience may be terminated. Prior to termination, the participant will be notified of these deficiencies and will be given time to correct these deficiencies. ReNurse Academy recognizes that the affiliating institution has a service responsibility to the resident. If a participant jeopardizes this responsibility in any way, the affiliating institution has the right to demand that the participant be removed from the clinical experience immediately.



The agreement will begin on this _____ day of _____, _____
(Day) (Month) (Year)

and will be reviewed annually by both parties before the agreement is renewed. A minimal notice of **60-days** will be given by either party if the agreement will not be renewed. Both parties agree to provide in written the termination of the contract.

The affiliating institution and ReNurse Academy will not discriminate in any way in regard to participant learners, according to state and federal laws.

A newly signed copy of the agreement must be included with the application for curriculum reapproval.

Affiliating Facility Representative (Name/Title) (Date)

Phone Number: (____) - _____ - _____ Email: _____

ReNurse Academy Representative (Name/Title) (Date)

The name and title must be written in print letters after the signature.



Licensed Practical Nurse (LPN) Refresher Course

Frequently Asked Questions for the Prospective Clinical Sites

1. What is an LPN Refresher course?

This Licensed Practical Nurse (LPN) refresher course was developed to bridge the gap between safe high quality healthcare services and nursing incompetency and self-confidence. The program is also designed to help inactive licensed practical nurses review and update their nursing knowledge and skills, thus allowing them to move confidently and competently into a nursing orientation program or return to active practice.

2. Who can take this course?

- Formerly licensed LPNs who wish to reapply for their nursing licensure.
- Currently licensed LPNs who desire to refresh their knowledge or skills in the profession, due to time away from practice.
- Graduate Practical Nurse who have successfully completed an LPN education program however have not yet successfully completed the NCLEX-LPN exam. Admission for this participant is accompanied by the requirement that s/he must successfully complete the NCLEX-LPN exam prior to receiving approval to begin the clinical component of the course.
- A nurse who has been directed by the State Board of Examiners for Nursing (BOEN) to complete a Refresher Course.

This LPN Refresher Course is not a college credit granting program.

3. What is required from the clinical facility by ReNurse Academy to host a refresher course participant?

An affiliate agreement is required between the two parties. This may be the standard agreement provided by ReNurse Academy, or one required by the clinical site. A completed agreement is required prior to the start of clinical, not prior to the participants beginning the course.

4. Is the affiliated facility responsible for providing a preceptor/supervision?

No. ReNurse Academy has qualified RN instructors who will be present at all times with the participants during their clinical experience at the affiliated facility.

At no time will a participant be left unattended at the facility. ReNurse prohibits their participants from performing any type of work at the facility without the consent of their assigned instructor.

5. How many clinical hours is the participant required to complete?

The Clinical component is composed of a minimum of 80 hours of supervised clinical practice.

6. How many participants will utilize the facility at once?

Maximumly there will be 10 participants per 1 ReNurse Academy Instructor

7. When will the participants be ready for clinical?

Before a participant is approved for clinical to begin, s/he will have:

- Complete and successful pass the 120-hour theory component
- Prepared for clinical practice by providing:



- Two background searches
- Proof of immunization for MMR, Varicella, Hep B, TDP, Influenza (during flu season)
- TB Skin Test
- CPR certification for the Professional Rescuer
- Proof of personal health insurance coverage
- Proof of professional liability insurance coverage
 - (\$1,000,000 Occurrence /\$5,000,000 Aggregate)
- Negative drug screen
- Proof of Negative COVID-19 Test
- Temporary permit requested from the state Board of Nursing (if necessary)
- Successful completion of Hands-on Skills Lab
- Submitted the Clinical Plan
- Identified desired learning outcomes

The refresher course provided through ReNurse Academy is self-paced. Some participants enroll and move quickly through theory and are ready for clinical in a few short months. Other participants take more time and may not be ready to begin clinical hours for several months. ReNurse encourages the participant to keep in touch with the clinical site regarding their progress and to provide time to plan for the clinical start.

8. What documentation does the affiliated facility need to complete for the ReNurse Academy/Participant?

The affiliated facility is only required to sign the "Affiliation Agreement". This agreement can be canceled by either the affiliated facility or ReNurse Academy at any time only. ReNurse Academy's instructors will complete all necessary documentation required for the participants.

ReNurse Academy's RN Instructors will complete the following items for each participant:

- **Evaluation:** This document is not a list of skills that must be practiced. Rather, the evaluation focuses on professional practice standards, such as communication skills, head to toe physical evaluation skills etc. The instructor provides regular feedback to the participants as their time progresses and records their progress on the evaluation form.
- **Clinical Learning Outcomes:** Prior to clinical start, the participant identifies four goals they wish to achieve during the experience. The instructor provides feedback on goal progress or attainment.
- **Hours Log:** The instructor attests to the hours spent by the participant working with them in the clinical experience.

9. Is the participant paid for the clinical time?

The clinical is an unpaid experience for the participant

10. Who can the facility contact at ReNurse Academy with questions about the LPN Refresher Course?

Brittany Faison RN, MSN is the Course Coordinator and administers the refresher courses. She may be reached via phone at 203-491-6118 or email at renurseacademy@gmail.com.



PARTICIPANT COURSE EVALUATION QUESTIONNAIRE

COURSE:	
COURSE COMPLETION DATE:	
INSTRUCTOR:	

PLEASE CHECK THE RESPONSE THAT REPRESENTS YOUR OPINION

ONLINE THEORY EXPERIENCE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Provides orientation to course and its structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clearly organizes and explains online assignments, expectations and grading policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning Modules clearly state learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The course uses a variety of online tools to facilitate participants comprehension and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course content addresses different learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The course design describes available technical support and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Navigating the online course was easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Content is appropriate to course level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, Web research, experience-based projects, and multimedia presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (Online Theory Experience)

TEACHING APPROACHES (Clinical and Skills Lab)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Instructor stimulated my interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor managed class time and pace well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Instructor was organized and prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor encouraged discussions and responded to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor demonstrated an in-depth knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor appeared enthusiastic and interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The instructor used a variety of instructional methods to reach the course objectives (e.g., group discussions, student presentations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor challenged participants to do their best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO
9. Do you feel attending the required skills lab improved your nursing skills?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did you feel your clinical facility was appropriate for your learning needs?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you feel the skills labs had adequate teaching materials?	<input type="checkbox"/>	<input type="checkbox"/>

Comments (Teaching Approach)

FEEDBACK AND ASSESSMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. Information about each assessment was communicated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Feedback was provided within the stated timeframe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Feedback showed how to improve my work (e.g., corrections including positive feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (Feedback and Assessment)

RESOURCES AND ADMINISTRATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. The course was supported by adequate learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Canvas resources for the course were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Elsevier learning resources for the course were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. ATI learning resources for the course were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Instructor gave guidance on where to find resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Course coordinator responded to emails within 72 hours					

Comments (Resources and Administration)

ADDITIONAL QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. The syllabus was explained at the beginning of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The course was delivered as outlined in the syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The Instructor explained the grading criteria of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Exams related to the course learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Assignments related to the course learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (Additional Questions)

OVERALL EXPERIENCE	YES	NO
26. This course was worthwhile	<input type="checkbox"/>	<input type="checkbox"/>
27. Would you recommend this course?	<input type="checkbox"/>	<input type="checkbox"/>
28. Would you take another course at ReNurse Academy?	<input type="checkbox"/>	<input type="checkbox"/>

	Excellent	Very good	Good	Fair	Poor
29. Overall, how do you rate your experience in this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. How do you rate your overall experience at ReNurse Academy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. How do you rate your Skills lab experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. How do you rate your overall clinical experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	0-4 hrs.	5-8 hrs.	9-12 hrs.	12-15 hrs.	>15 hrs.
33. How many hours did you spend per week on preparation/studying for this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

< 3mo	3-6mo	6-9mo	9-12mo
-------	-------	-------	--------

34. How long did it take you to complete this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments (Overall Experience)

PARTICIPANT SELF EVALUATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
35. I contributed constructively during in-class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I feel I have achieved the learning outcomes for this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I feel that have dedicated myself to the <u>best</u> of my abilities to complete this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. This course has increased my knowledge and competency in providing nursing care as an LPN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I feel that my knowledge and skills have increased since started the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The hands-on skills booster helped me become more confident and competent in key nursing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS ON STRENGTHS AND WAYS OF IMPROVEMENT

41. What changes would you recommend to improve this course?

42. What did you like best about your instructors' teaching?

43. What did you like best about this course?



44. What did you like least about your instructors' teaching?

45. What did you like least about this course?

Any further constructive comments:

THANK YOU FOR YOUR TIME AND FOR YOUR VALUABLE FEEDBACK



Lincoln Technical Institute ■ Lincoln College of Technology
Lincoln Culinary Institute ■ Euphoria Institute of Beauty Arts & Sciences

July 23, 2021

Helen Smith MSN, RN
Department of Public Health
410 Capitol Avenue
PO Box 340308 - MS#12 HSR
Hartford, CT 06134-0308

Dear Ms. Smith,

On behalf of Lincoln Technical Institute (LTI), I request a review of proposed curriculum changes to the Practical Nursing program in New Britain and Shelton campuses. Curriculum revisions include changes to the nursing program's philosophy, program student learning outcomes, course descriptions, and course student learning objectives. There is a proposed change to the curriculum plan with an overall increase from 1591 to 1600 total hours (61 to 62 credits). Accompanying this cover letter is an electronic copy of the curriculum proposal document with exhibits. Additional information is available upon request and thank you for your consideration.

Kind Regards,

Deborah Little

Deborah Little EdD, RN, CNE
Corporate Assistant Dean of Nursing for Lincoln Educational Services
dlittle@lincolntech.edu 973-736-9340 (office) / 201-927-0724 (mobile)

cc: Francis Giglio, SVP Compliance & Regulatory
Marie Acker, Group Vice President
Tina Cianchetti, Campus President, New Britain
Susan Naples, Campus President, Shelton
Salvatore Diaz, Director of Nursing, New Britain
Anne Simko, Director of Nursing, Shelton
Ami Bhandari, Senior Vice President, Education & Strategy
Patricia DeLucia MSN, RN, Corporate Dean of Nursing



PRACTICAL NURSING PROGRAM

**New Britain and Shelton
Campuses**

**Proposal for
Curriculum Revision**

July 2021

Table of Contents

RATIONALE FOR PROPOSED CURRICULUM REVISION	3
IMPACT OF PROPOSED CURRICULUM REVISION	5
LIST OF EXHIBITS.....	6
TABLE 1.1 PHILOSOPHY	8
MISSION	8
VISION	8
PHILOSOPHY AND CORE VALUES	8
TABLE 2.1 CONCEPTUAL FRAMEWORK	12
TABLE 2.2 ORGANIZING FRAMEWORK.....	13
TABLE 2.3 PROGRAM STUDENT LEARNING OUTCOMES.....	14
TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES.....	15
TIMELINE FOR IMPLEMENTATION OF PROPOSED CURRICULUM REVISION.....	32
Table 4.1 Curriculum Revision Implementation Timeline.....	32
PLAN OF EVALUATION FOR PROPOSED CURRICULUM REVISION	33

RATIONALE FOR PROPOSED CURRICULUM REVISION

The Practical Nursing Program's curriculum revisions are being proposed for 3 primary reasons. One is to ensure that the curriculum and program outcomes are consistent with contemporary, established nursing practice standards and guidelines. Faculty and nursing directors reviewed the nursing program philosophy and proposed that the curriculum framework be based on the National League of Nursing's (NLN, 2010) four broad Program Outcomes related to Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry. This revision includes integration of the NLNs Core Competencies into the curriculum. (*Table 1.1 Philosophy on pages 8-11*).

It was also decided to add Watson's Human Caring Science theory of nursing (2012) and to continue to include Maslow's Hierarchy of Needs theory (1954) as concept threads throughout the curriculum. The current descriptions of *individual, health, nursing and education* as defined by faculty (*Table 1.1 Philosophy, pages 9-10*), remain congruent within the revised and expanded philosophy. These concepts, based upon broad all-inclusive definitions of the wellness-illness continuum and individualized holistic care of patients, remain an integral part of the curriculum. However the concepts have been expanded with a shift to highlight the *essence of the value of human caring*. The expansion of the human caring theory of nursing based upon Watson's conceptual framework and Caritas Processes have been incorporated throughout the curriculum (*Table 2.1 Conceptual Framework, page 12*). The theory of Neuman was not developed as a concept thread for the curriculum. The description of *teaching and life-long learning*, as defined by faculty (*Table 1.1 Philosophy, page 10*), has been expanded to include Maslow's 5 progressive tiers of needs identified as physiological, safety, love and belonging, self-esteem, and self-actualization. The NLN Core Competencies are incorporated into the philosophy and faculty have defined program-specific competency statements based upon NLN, Watson, and Maslow (*Table 1.1 Philosophy, page 11*). Overall, the proposed changes to the program's philosophy provides a comprehensive presentation for the mission, vision, values, and goals of the nursing program based upon an expansion of NLN, Watson, and Maslow as conceptual threads throughout the curriculum. ***Exhibit A: Map of Curriculum Threads – Maslow, Watson, NLN.*** (double click icon to open file)



Exhibit A_Map -
Maslow_Watson_NLN.

The other primary reason for curriculum revision is to clearly articulate and integrate the end-of-program student learning outcomes (EPSLOs) into course objectives for valid measurement of program outcomes (*Table 2.3 Program Student Learning Outcomes on page 14*). The revised program student learning outcomes are essentially similar to the current program objectives, but have been revised to reflect contemporary concepts presented within the expanded program philosophy. For example, EPSLO 1 addresses Watson's *caring behaviors*. For EPSLO 2, the concepts of *safety*, *cultural competence*, and *health education* have been added. Although delivery of safe quality care, culturally competent nursing care, and health education and client teaching have been well integrated into didactic and clinical learning experiences, it had not been clearly identified within the program objectives and was therefore included into EPSLO 2. Likewise, *communication skills* and the use of *technology* for students to use in gaining competency with informatics to provide safe quality care, such as SimChart®, as well as computer-adapted learning resources and simulated learning environments, have been well integrated into the program. However, communication and technology were not clearly identified as a measure of competency within the program objectives and thus added to EPSLO 4. An update to EPSLO 3 was done to reflect the change in organizational name from National Federation of Licensed Practical Nurses (NFLPN) to National Association of Licensed Practical Nurses (NALPN), which sets forth the Code for Licensed Practical Nurses. Lastly, EPSLO 6 includes Maslow's theory to provide a framework for clients to maintain basic needs and adapt to health conditions.

As an overall summary to the philosophy of the curriculum, the NLN program-based goals have been mapped with NLN competencies and Watson's conceptual model, as well as correlation with an adaptation to Maslow's theory (*Table 2.2 Organizing Framework: Integration of Curriculum Goals, Competencies, and Theoretical Concepts, page 13*). This organizing framework provides the foundation that drives development, teaching/ learning, and evaluation of the curriculum. The course descriptions and course student learning objectives have been revised in each nursing courses to reflect the proposed curriculum changes and to more clearly demonstrate progression of learning throughout the program (*Table 3.1 Course Descriptions and Course Student Learning Objectives, pages 15-31*). The proposed changes to the curriculum's course descriptions and objectives promote congruency of the end-of-program student learning outcomes (EPSLOs) with professional nursing standards and guidelines that will strengthen the rigor of the curriculum and lead to meaningful evaluation of student learning.

The third purpose for the proposed revisions to the program was to reorganize the didactic and clinical content within the curriculum. Generally, the proposed curriculum plan of study includes an increase in didactic hours, consolidation of clinical courses, and improved correlation of theory with clinical experiences. Terms I and III have increased theory hours and terms III and IV have increased clinical hours. For example, the anatomy and physiology courses, currently divided between 2 terms, will be combined and wholly presented in the first term to provide more baseline theory up front. Faculty identified the need to provide students with increased theory in the first term to promote student success in the subsequent term courses. The increase in theory hours in terms I and III is offset by an increase in clinical hours in terms II and IV for students to build upon prior knowledge and apply learned theoretical concepts. Overall, the proposed curriculum hours are more evenly distributed between theory/lab and clinical compared with the current curriculum. A side-by-side curriculum map provides a comparison of the current and proposed curriculum plan with rationales for each course revision. ***Exhibit B: Side-by-Side Map Curriculum Revisions with Rationales.*** (double click icon to open file)



Exhibit B_Side by Side
Curriculum Revision_R

IMPACT OF PROPOSED CURRICULUM REVISION

The impact of the proposed curriculum revision will not affect currently enrolled students as a phased-in approach will be used to transition to the new curriculum. (***Table 4.1 Curriculum Revision Implementation Timeline page 32***). Students admitted into the proposed curriculum plan of study will not experience a change to their functions or role as graduates of the practical nursing program. We will continue to support our students to achieve the expected learning outcomes of the program through a combination of focused theory and hands-on clinical.

LIST OF EXHIBITS

The following exhibits provide detailed descriptions of the proposed curriculum revision. (double click icon to open file)

- **Exhibit A: Map of Curriculum Threads – Maslow, Watson, NLN** describes how the concepts of Maslow, Watson, and the NLN have been threaded throughout the revised nursing courses.



Exhibit A_Map -
Maslow_Watson_NLN.

- **Exhibit B: Side-by-Side Map Curriculum Revisions with Rationales** is a comparison of the current and proposed curriculum plan with rationales for change.



Exhibit B_Side by Side
Curriculum Revision_R

- **Exhibit C: Curriculum Plan Fact Sheet** is the informational document for consumers that provides the curriculum plan and course descriptions for the proposed curriculum.



Exhibit C_CT FACT
Sheet PN_ 7_23_2021.i

- **Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours** is a map that compares the current and proposed course topics with allocation of hours for theory and skills labs for each revised course.



Exhibit
D_Abbreviated topics,

- **Exhibit E: Skills Labs and Allocation of Hours** provides a list of skills and allocated hours for the skills labs within the appropriate courses.



Exhibit E Skills Labs
and Allocation of Hou

- **Exhibit F: Clinical Competency Evaluation forms** are the revised tools used to evaluate student clinical competencies that have been revised to map Course Student Learning Objectives with the End-of-Program Student Learning Outcomes (EPSLOs).



Exhibit F_Clinical
Competencies 7_23_21

- **Exhibit G: Syllabi** are the current and proposed course syllabi.



Exhibit G_Syllabi
7_23_2021.zip

- **Exhibit H: Weekly Content Outlines** presents detailed weekly content for each revised course.



Exhibit H_Topic
Outlines 7_23_2021.zip

- **Exhibit I: Nursing Student Handbook** provides the information and policies for students in the nursing program.



Exhibit I_PN Student
Handbook for CT_July

- **Exhibit J: Systematic Plan of Evaluation (SPE)** presents a draft plan that faculty will use to measure and evaluate student learning outcomes and competencies for the proposed curriculum revision. (**located at the end of the document, pp. 35-40*)

TABLE 1.1 PHILOSOPHY	
CURRENT	REVISED
Program Philosophy	
<p>All people are bio-psycho-social beings, who share common basic needs with each other. These requirements must be met for survival and personal growth. We recognize that each individual calls upon his/her cultural background, experience, and present environment in meeting these needs. One's ability, or inability, to meet these needs in an individual affects their position on the wellness-illness continuum.</p> <p>Health is a state of being physically fit, mentally stable, and socially comfortable; it encompasses more than the state of being free from disease. It ranges from high levels of wellness to extreme illness and death.</p> <p>Nursing is a unique interaction between health provider and health consumer, which includes provision of, and/or restoration of wellness or the provision of support and care during the dying process. The Licensed Practical Nurse, under the direction of the Registered Nurse, may, in the practice of nursing, assume the role of teacher, care giver, communicator, and client advocate.</p> <p>Practical Nursing is an entry level into the field of nursing. Here, the Practical Nurse assists in all aspects of the nursing process.</p> <p>Education is a dynamic process, which stimulates the intellectual and personal growth of an individual. The process involves teaching and learning, which results in behavioral change.</p> <p>We believe that Licensed Practical Nursing Education should be an integral part of the higher education system.</p> <p>Lincoln Technical Institute's Program of Practical Nursing progresses from the simple to complex, and integrates didactic with appropriate clinical experiences.</p>	<p>MISSION</p> <p>The mission of the nursing program is to educate students and to cultivate their capacity for life-long learning, to foster competent, compassionate, culturally sensitive nursing care, and to bring socially responsible client care practice to the nursing profession.</p> <p>The mission of the nursing program, consistent with the mission of Lincoln Technical Institute, places priority to commitment in delivering superior education and training to our students, as well as maintaining a supportive and accessible learning environment as students transform and add value to their communities.</p> <p>VISION</p> <p>To provide excellence in teaching to support aspiring nursing professionals who will enhance the health of our communities.</p> <p>PHILOSOPHY AND CORE VALUES</p> <p>The nursing faculty is committed to achieving excellence in education and client care based upon our belief that nursing education is a dynamic process that engages the student and educator in a transformative and real-world experience for the student to gain competency in contemporary nursing practice. The goals of the nursing curriculum reflect the National League of Nursing's (NLN) four broad Program Outcomes known as Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry. The general aim of the NLN's program outcomes are summarized as the following:</p> <p style="padding-left: 40px;">Nurses must use their skills and knowledge to enhance <i>human flourishing</i> for their clients, their communities, and themselves. They should show sound <i>nursing judgment</i>, and should continually develop their <i>professional identity</i>. Finally, nurses must approach all issues and problems in a <i>spirit of inquiry</i>. (NLN, 2010, p. 9).</p> <p>Practical nursing programs prepare and qualify graduates to take the NCLEX-PN (National Council Licensure Examination- Practical Nurse) exam; practical nursing programs prepare graduates, upon licensure, to provide nursing care under the supervision of a Registered Nurse (NLN, 2010, p. 37). The NLN broad Program Outcomes define the expected essential core nursing practice competencies and are specified for various degree levels of nursing practice. Nursing courses are designed to promote consistency across the curriculum in both didactic and clinical that will lead to the attainment of NLN-based competencies and outcomes for graduates of the Practical Nursing program.</p>

Description of Curriculum

The Program of Practical Nursing curriculum is designed to prepare the graduate to function as an entry-level practitioner in the field of nursing. In a variety of settings, under the direction of the Registered Nurse, the student will be able to assume the role of caregiver, communicator, teacher, and patient advocate.

The Philosophy and Objective of the Program, in accordance with the Lincoln Technical Institute (LTI) mission statement, are used to develop and implement the curriculum. The Program is structured on the conceptual framework of a wellness-illness continuum and that man is an individual who has basic needs encompassing physical, psychological, social, cultural, and spiritual aspects. This framework is threaded throughout the Program within each of the nursing courses. The student learns to identify the patient as an individual with unique and changing needs which must be met, and how to individualize care to meet a particular patient's needs.

The common threads of preparation for practice, the wellness-illness continuum, the recognition of each person as an individual with unique and changing needs can be traced from the beginning of the program to its conclusion.

The principles of the art and science of nursing are emphasized and refined as the student progressed throughout each nursing course in each term. At the completion of the Program the student will be skilled at individualizing each patient care experience and assisting in planning care to meet the patient's unique and changing needs.

Course Objectives stem from the Program Objectives and identify those behaviors which each student must achieve. Learning experiences are selected by faculty to aid the student in meeting these objectives. Utilizing a variety of teaching methods such as lectures, class discussion, demonstration and return demonstration, audio-visual materials, computer assisted instruction, field trips, clinical experiences, and others, the faculty will strive to assist the student in learning by utilizing all of the senses. This multi-faceted approach is designed to meet the unique learning needs of each student.

The NLN Program Outcomes provide Integrating Concepts that include teamwork, relationship-centered care, quality and safety, personal/professional development, knowledge and science, and context and environment. The Practical Nursing curriculum incorporates these NLN Integrating Concepts to build student learning experiences that are progressive, multidimensional, and reflect real-world nursing practice. The NLN Nursing Practice model is based upon the Core Values of caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness. The NLN Core Values serve as a foundation for the Practical Nursing curriculum's core values as they relate to nursing, humans, health, environment, and the teaching-learning process.

The Core Values of the Practical Nursing program are defined as the following:

- **Nursing**

Nursing is both an art and science and is based on excellence in caring. Nursing centers on building positive, healthy relations with clients and families, as well as the community and global society. The nursing process offers a systematic method for practical nurses to assist the registered nurse to collect data, plan, implement, evaluate, and, if necessary, modify the client's plan of care. The major goal of the nursing program is to ensure students learn to deliver safe and effective care that is culturally, ethically, legally, and developmentally appropriate for all the diverse client populations we serve.

- **Humans**

Nursing believes humans are biopsychosocial, holistic, and unique individuals who are dynamic in their interaction with their environment. They possess value and worth and contribute to a culturally diverse society. Humans have the right and responsibility to make informed decisions for themselves. All humans have the right to privacy and to be treated with dignity and respect with regard to their quality of life. The Code of the National Association of Licensed Practical Nurses (NALPN, 1979; NFLPN, 1979, 1961) provides the guiding principles for the practical nurse to function with the highest ethical principles and being respectful of human rights.

1. **Health**

Nursing understands and promotes an individual's mental, physical and spiritual wellbeing on the wellness to illness continuum. An individual's health is dynamic and influenced by their cultural beliefs and perceptions of health and illness. The nurse provides patient-centered information based upon the client's understanding and abilities to practice health behaviors that promote or restore wellness, prevent illness, or achieve a dignified death.

2. **Environment/Society**

Nursing recognizes that environmental influences are both internal and external forces that

The design of the curriculum is based on an understanding of the basic principles of education which include that learning should be sequential, should progress from the simple to the complex, and should be built on a solid foundation.

In each term as the student develops increased responsibility and accountability for his/her performance, emphasis will be placed on the legal and ethical aspects of nursing.

influence a person's behavior, development and health. An individual's health and the environment are closely related. Nurses must keep abreast of the changes in healthcare to assist the client to attain a maximum state of wellness that incorporates psychological, spiritual, social and cultural forces that influence their environment. With the evolution of technology into the health care arena, the nurse is responsible to maintain integrity and must assure client confidentiality at all times.

- **Teaching and Life-Long Learning**

The *Hierarchy of Needs (Maslow, 1954)* theory provides a basis to understand human personal development and serves as a framework that is correlated to dimensions of holistic nursing care toward functional restoration of mind, body, and spirit for the client. Maslow's Hierarchy of Needs (1954) theory states "...if basic needs are met, then the individual can move to higher levels of thought and self-fulfillment." Maslow (1954) identified 5 progressive tiers of needs:

- Physiological – food, water, shelter, warmth, sex, sleep
- Safety – protection, security
- Love and Belonging – family and friends, relationships
- Self-Esteem – achievement, recognition, respect
- Self-Actualization – inner creativity and fulfillment

Maslow's (1954) Hierarchy of Needs establishes the education theoretical-adaptation for application of nursing interventions to provide clients with basic physical needs (physiological needs), safe healthcare environments (safety needs), family-centered care, client-nurse relationships and communication (love and belonging needs), physical and psychological restoration/maintenance of health (self-esteem needs), and integration of cultural and spiritual values into client care (self-actualization needs).

The curriculum is organized for the student to attain learning outcomes based on the NLN Core Competencies which serve as the foundation to design, implement, and evaluate the curriculum. Course content and learning experiences build upon previous levels of knowledge and experience. Faculty use various teaching methods and learning activities to teach the nursing process, provision of holistic nursing care, client teaching, client safety, prevention of medication errors, best evidence-based practices, critical thinking, clinical judgment, communication, role of the nurse, professionalism, and ethical /legal practice. Emphasis is placed on the importance of lifelong learning to keep current with the latest knowledge and advances in healthcare to achieve performance improvements.

Core Competencies to achieve end-of-program Student Learning Outcomes:

Human Flourishing (NLN) - students promote the human dignity, integrity, self-determination, and personal growth of clients, oneself, and members of the health care team.

Patient-centered, Compassionate, and Holistic Care (NLN, Watson, and Maslow) - students provide holistic, individualized basic nursing care and health teaching with respect and compassion; students contribute to the plan of care based on the nursing process to meet the client's healthcare needs.

Nursing Judgment (NLN) - students provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of clients within a family context.

Client Safety (NLN, Watson, and Maslow) - students explain the responsibilities and measures essential to deliver safe nursing care for individuals and families; students identify potential factors to minimize risk of harm; students employ the electronic medical record and other technologies to communicate, avoid errors, and support healthcare interventions.

Spirit of Inquiry (NLN) - students question the basis for nursing actions, considering research, evidence, tradition, and client preferences.

Evidence-Based Practice and Culturally Competent Care (NLN and Watson) - students describe the current practice guidelines and standards to make clinical judgments and provide care that is congruent with the health beliefs of the client to promote optimal health outcomes; students explain how data is used to reduce or eliminate errors to improve the quality and safety of nursing care; students contribute to the plan of care based on the client's preferences, customs, values, and health beliefs.

Professional Identity (NLN) - students assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.

Teamwork and Collaboration (NLN and Watson) - students demonstrate effective communication with clients, families, and members of the healthcare team to contribute to the holistic care of the client.

Professionalism and Lifelong Learning - students exemplify professional behaviors in a variety of situations; students learn the value and responsibility to participate in continuing education, community service, and nursing organizations to keep knowledge and clinical practice current.

TABLE 2.1 CONCEPTUAL FRAMEWORK


CURRENT	REVISED
<p>CONCEPTUAL FRAMEWORK</p> <p>(double click icon to open file)</p>  <p>CT Conceptual Framework 2020 old.c</p>	<p>CONCEPTUAL FRAMEWORK</p> <p>The conceptual framework for the nursing program is derived from the essential components of Jean Watson’s <i>Human Caring Science: A Theory of Nursing (2012)</i>. The theory embraces humans, caring relationships, health/healing, environment/society, and the teaching-learning process. Watson describes human caring as,</p> <p style="padding-left: 40px;">The ideal and value of caring is clearly not just a thing out there but is a starting point, a stance, an attitude, a consciousness, that becomes an intentional commitment and a will toward “seeing” and being present with loving, caring consciousness manifesting in concrete doing and being. . . . individually and collectively the nursing profession has a role to play in offering and sustaining collective acts of caring that have important consequences for human civilization (Watson, 2012, p. 41).</p> <p>The concept of human caring is fundamental to nursing. Nurses use the caring approach in the nursing process for the assessment, planning, implementation, and evaluation of interventions to promote optimum client outcomes. Human caring serves as the basis for providing holistic, individualized nursing care which is meaningful for the client. As students are introduced to Jean Watson’s Caritas Processes they engage in genuine teaching-learning experiences that help them realize the health care needs of clients and their families. Students learn to use systematic problem-solving caring to provide care for the wholeness of the client; physical, psychological, cultural, and spiritual. Because nursing is a caring profession, through caring, nurses perform a pivotal role to improve the health of our communities and society overall.</p> <p>Summary of Caritas Processes (Jean Watson, 2012, p. 47)</p> <ul style="list-style-type: none"> • Practicing Human Compassion • Being Authentically Present • Cultivating Sensitivity to Self and Others • Human Caring Relationships • Authentically Listening • Problem-solving through Caring Process • Teaching-Learning toward Health-Healing-Wellness Coaching Model • Creating Healing Environment • Respectfully Assisting with Human Needs • Opening and Attending to One’s Spiritual Needs

TABLE 2.2 ORGANIZING FRAMEWORK

**ORGANIZING FRAMEWORK:
Integration of Curriculum Goals, Competencies, and Theoretical Concepts**

NLN PROGRAM-BASED GOALS	NLN COMPETENCIES *Maslow Theory-Adapted	JEAN WATSON CONCEPTUAL MODEL
Human Flourishing SLOs #1, 2, 3, 6	Patient-centered Care	Human Values
	Client Basic Needs (Maslow)	Caring Relationships
	Self-Actualization (Maslow)	Teaching-Learning Process
Nursing Judgment SLOs #3, 4, 5, 6	Clinical Judgment	Knowledgeable, Informed, and Ethical Human Caring
	Client Safety (Maslow)	
Spirit of Inquiry SLOs #2, 5	Evidence-Based Rationale for Clinical Decisions	Health and Healing
	Culturally Competent Care	Problem-Solving Process
Professional Identity SLOs #3, 4	Teamwork and Collaboration	Nursing's Contribution to Environment and Society

TABLE 2.3 PROGRAM STUDENT LEARNING OUTCOMES

CURRENT	REVISED
<p style="text-align: center;">Program Objectives</p> <p>The Lincoln Technical Institute Program of Practical Nursing prepares the graduate to:</p> <ol style="list-style-type: none"> 1. Provide for the bio-psycho-social needs of individual patients of the ages and at all levels of the wellness-illness continuum in a variety of health care settings. 2. Apply the nursing process to meet individual patient needs across the wellness-illness continuum. 3. Practice within the legal and ethical framework of the nursing profession. 4. Function as a member of the health care team in a variety of health care environments. 5. Develop self-direction assuming responsibility for continued learning and professional growth. 	<p style="text-align: center;"><u>END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)</u></p> <p>At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) EPSLO 1 2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) EPSLO 2 3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) EPSLO 3 4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. EPSLO 4 5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. EPSLO 5 6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) EPSLO 6

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES

CURRENT	REVISED
<p>PN109A Anatomy and Physiology I This course begins with a focus on basic medical terminology and includes a brief review of the basic components of speech and writing. In this section of the course, emphasis is placed on interpreting and comprehending the specialized vocabulary of the health care field. In addition, this course encompasses aspects of anatomy, physiology, chemistry and microbiology. It will relate to how the parts of the body influence each other and contribute to effective overall functioning in maintaining homeostasis.</p> <ol style="list-style-type: none"> 1. Recognize the meaning of various prefixes, word roots and suffixes to assist in understanding medical terminology. 2. Define and explain the general organization of the body from cells to tissues, organs and organ systems. 3. Describe the human body's mechanism to maintain homeostasis. 4. Explain basic chemistry of life. 5. Relate and describe the basic anatomy and focused physiology including components and functions of the various body systems. <p>PN121A Anatomy and Physiology II This course is a continuation of Anatomy and Physiology I. The primary focus encompasses anatomy and physiology of the remaining systems and nutrition. This course also relates how the parts of the body influence each other and contribute to effective overall functioning in maintaining homeostasis.</p> <ol style="list-style-type: none"> 1. Describe how specific systems work together to maintain homeostasis. 2. Relate and describe the basic anatomy and focused physiology including components and functions of the various body systems. 3. Apply knowledge of anatomy and physiology to understand pathophysiology. 4. Apply basic knowledge of genes to understand dominant and recessive traits. 	<p>PN111C Human Anatomy and Physiology This course is designed to provide information necessary to gain a basic knowledge of the anatomical structure and the normal function of the human body. Course content includes a focus on basic medical terminology. The primary goal of this course is to provide a foundation upon which students may build further knowledge and skills in order to render quality patient care. This course also relates how the parts of the body influence each other and contribute to effective overall functioning in maintaining homeostasis.</p> <ol style="list-style-type: none"> 1. Recognize the meaning of various prefixes, word roots and suffixes to assist in understanding medical terminology. 2. Explain the human body's level of organization of molecules to tissue, to organs and to organization of systems. 3. Describe the human body's mechanism to maintain homeostasis. 4. Apply knowledge of anatomy and physiology to understand pathophysiology.

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN103A Nursing I - Fundamentals of Nursing Fundamentals of Nursing is designed to provide the student with the nursing skills, techniques, attitudes and behaviors, which are necessary for the provision of safe, effective, ethical and efficient nursing care. In order to acquire the knowledge and critical thinking skills necessary, the student will be provided with study skills and strategies to maximize their learning potential. Due to the advent of the computerized medical record, the student will also learn computer skills applied to the nursing field and nursing education. By tracing the evolution of nursing, with particular emphasis placed on Practical Nursing, the student will learn how to assist each individual patient to return to an optimum level of functioning on the wellness/illness continuum. By coordinating, classroom theory with laboratory and clinical practice, the student will be afforded the opportunity to apply knowledge gained in a logical and systematic manner. Basic mathematical concepts are reviewed using self- tutorial assignments(s). Simple conversions among systems of measurement will also be integrated into classroom theory, laboratory and clinical practice.</p> <ol style="list-style-type: none"> 1. Plan basic patient-centered care based on Maslow's Hierarchy of Needs. 2. Demonstrate understanding of basic patient centered care including caring behaviors and basic nursing procedures. 3. Explain the concepts of patient-centered care, evidence based practice, teamwork and collaboration, concept mapping, nursing process and quality improvement. 4. Identify a patient's actual and potential threats to safety in a clinical environment. 5. Define methods of documentation and the purpose of the patient record. 6. Identify effective communication skills used in interactions with patients, coworkers, instructor and the health care team. 7. Explain the use of diet planning guides in the assessment and planning of a diet, analyze the nutritional requirements throughout the life cycle 8. Discuss principles of fluid, electrolytes and acid-base balance. 9. Demonstrate understanding of the legal and ethical aspects of health care. 	<p>PN112C Nursing Fundamentals I The Nursing Fundamentals I course provides instruction on the basic nursing skills and introduction to Maslow's Hierarchy of Needs. Essential concepts include the nursing process, data collection/ focused assessment, documentation, asepsis, basic nutrition, vital signs, and mobility. Nursing skills are practiced and validated in the nursing skills laboratory and applied in the clinical settings during Clinical I. Emphasis is placed on Watson's human caring theory of nursing as the basis for providing compassionate care with respect and humility. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn basic patient-centered care and concepts of safe healthcare environments.</p> <ol style="list-style-type: none"> 1. Plan basic patient-centered nursing care in accordance with Maslow's Hierarchy of Needs. (EPSLO #3, 5, 6) 2. Demonstrate basic patient-centered care including caring behaviors and basic nursing procedures. (EPSLO #1, 2, 3, 6) 3. Explain the concepts of patient-centered care, evidence-based practice, teamwork and collaboration, nursing process, and quality improvement. (EPSLO #2, 3, 4, 5) 4. Identify a client's actual and potential threats to safety in a healthcare environment based on the National Patient Safety Goals for clients in long-term care. (EPSLO #3, 5, 6) 5. Define methods of documentation and the purpose of the client record. (EPSLO #3) 6. Apply effective communication skills when interacting with clients, coworkers, instructor and the healthcare team. (EPSLO #4) 7. Provide client teaching on basic diet and nutritional needs for clients from diverse backgrounds and with varied health conditions. (EPSLO #1, 2, 3, 5, 6)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>N/A: The course content related to the profession of practical nursing and evolution of nursing was moved from PN103A Nursing I - Fundamentals of Nursing to create a new separate course.</p>	<p>PN113C Professional Awareness</p> <p>This course introduces students to the history of nursing and the contributions to the profession by practical nursing. Students explore the role of the practical nurse, the clinical decision-making process; the healthcare team concept; problem-solving/critical thinking; ethical/legal/moral issues; and teaching/learning processes. Students learn study skills and strategies for success in nursing studies. Emphasis is placed on Watson's human caring theory of nursing to understand the contributions of practical nursing to the holistic care and health of clients. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn team collaboration, development of professional identity, evidence-based practice, and spirit of inquiry.</p> <ol style="list-style-type: none"> 1. Describe the evolution of nursing and the healthcare system related to different cultures, changes through the centuries, and noted leaders of the nursing profession. (EPSLO #2) 2. Describe elements of a positive teaching/learning environment including different learning styles, study skills, test-taking strategies and approaches to learn critical thinking and clinical judgment. (EPSLO #2, 3) 3. Demonstrate therapeutic communication skills to effectively advocate for the client. (EPSLO #1, 4) 4. Demonstrate basic computer skills to communicate clients' health status and computer literacy to access electronic health data resources. (EPSLO #3, 4) 5. Compare legal and ethical aspects of nursing related to the States' Nurse Practice Act, licensure, and a Licensed Practical Nurse's responsibilities as a member of the healthcare team. (EPSLO #3)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN105A Clinical Experience/Nursing I</p> <p>This Clinical Experience is a component of Nursing I. Clinical competencies must be successfully completed to receive a passing grade. The student is provided the opportunity to care for clients in a long-term care setting.</p> <ol style="list-style-type: none"> 1. Utilize therapeutic and effective communication skills in caring for the older client. 2. Perform basic nursing procedures which relate to medical asepsis, ADL's, transfers techniques, safety, and vital signs to the client in the long-term care setting. 3. Demonstrate the ability to accurately record nursing care provided to the client according to the assigned facility policies and procedures. 4. Identify and report pertinent client findings to appropriate personnel. 5. Demonstrate a basic understanding of incorporating the nursing process into the care of the older client by formulating nursing diagnoses, client goals and appropriate nursing interventions. 6. Discuss the role of the student nurse as a member of the health care team. 7. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to the client. 8. Support the importance of planning activities for the patient which incorporates cultural and spiritual aspects of care. 9. Demonstrate the principles of patient-centered care which includes end-of-life issues for clients and their families. 	<p>PN114C Nursing Clinical I</p> <p>Nursing Clinical I is the first of four clinical courses with a focus on the needs of clients in long-term care settings for students to provide safe, quality nursing care. Students apply fundamental knowledge acquired from nursing theory classes and interactive laboratory experiences to provide basic care to clients and families. Students use the theory of Maslow's Hierarchy of Needs as a guide for assisting clients in meeting their basic healthcare needs. Clinical experiences focus on implementation of the nursing process, data collection/ focused assessment, documentation, asepsis, nutrition, vital signs, and mobility. Students learn holistic, individualized client care delivery with compassion, respect, and humility based upon Watson's human caring theory of nursing. The National League for Nursing's (NLN) core competencies are used for students to develop a foundation in clinical problem-solving, caring, communication, and identification of client health education needs. <i>Clinical competencies must be successfully completed to receive a passing grade for this course.</i></p> <ol style="list-style-type: none"> 1. Demonstrate caring behaviors in providing basic skills and nursing interventions for clients in long-term care. (EPSLO #1) 2. Verbalize Maslow's Hierarchy of Needs that are relevant in meeting the healthcare needs for the geriatric client. (EPSLO #2, 3, 6) 3. Discuss cultural, religious, and spiritual aspects of care for clients from diverse cultures. (EPSLO #2) 4. Demonstrate a basic understanding of the nursing process by contributing to the plan of care in collaboration with the registered nurse. (EPSLO #5) 5. Identify components of the electronic health record (EHR) to effectively communicate client health information. (EPSLO #2, 3, 4) 6. Demonstrate effective and therapeutic communication skills when caring for clients. (EPSLO #4) 7. Recognize the ethical/legal framework and standards of the LPN role. (EPSLO #2, 3)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN115A Nursing II – Advanced Fundamentals of Nursing</p> <p>This course is designed to expand on the knowledge base acquired in Nursing I – Fundamentals of Nursing. The emphasis will be on increasingly complex nursing procedures and techniques. Critical Thinking Skills and the Nursing Process will be utilized by the student to assist the client to obtain an optimum level of functioning on the Wellness/Illness continuum.</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking by using the nursing process and evidence-based practice in the care of individuals, families and groups of patients in a variety of settings. 2. Analyze the nutritional requirements in relationship to effects of common medications; medical/surgical conditions; and the need for enteral and/or parenteral nutrition. 3. Apply the infection control process and nursing interventions related to prevention and treatment. 4. Implement complex therapeutic interventions in nursing practice. 5. Correlate the normal and abnormal diagnostic findings with the diagnosis of a patient. 6. Outline the various phases of perioperative nursing with the potential risk factors of surgery including a post-operative plan of care. 	<p>PN121C Nursing Fundamentals II</p> <p>The Nursing Fundamentals II course provides a continuation of instruction on basic to intermediate nursing skills and Maslow’s Hierarchy of Needs. Essential concepts include oxygenation, elimination, sleep/rest needs, pain management, infection control, nutrition/diet therapy, and wound care. Nursing skills are practiced and validated in the nursing skills laboratory and applied in the clinical settings during Clinical II. Emphasis is placed on Watson’s human caring theory of nursing as the basis for problem-solving, respectfully assisting with human needs, and the importance of human caring relationships for health and healing. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn evidence-based rationale for clinical decisions and culturally competent care.</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking by using the nursing process and evidence-based practice in the care of individuals, families, and groups of clients in healthcare settings. (EPSLO #2, 3, 4, 5, 6) 2. Distinguish the nutritional requirements throughout the life cycle, the relationship of nutrition to effects of commonly prescribed medications, and requirements for enteral and/or parenteral nutrition. (EPSLO #1, 2, 4, 5, 6) 3. Apply infection control standards and nursing interventions related to prevention and treatment. (EPSLO #2, 3, 4, 5, 6) 4. Explain basic to intermediate therapeutic interventions to meet client healthcare needs within Maslow’s Hierarchy of Needs. (EPSLO #2, 3, 5, 6) 5. Correlate the normal and abnormal diagnostic findings with the diagnosis of a client. (EPSLO #2, 3, 4, 5) 6. Discuss principles of fluid, electrolytes and acid-base balance. (EPSLO #2, 3, 4, 5) 7. Recognize different types of wounds and the applicable nursing interventions. (EPSLO #2, 3, 5)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN122A Principles of Pharmacology</p> <p>This course provides an introduction to various medication classification systems, and numerous medications' effect on the human organism. This course also includes a comprehensive review of mathematical functions as they relate to dosage calculations. The student will be required to take a Dosage Calculations exam. This course also includes medication administration and requires the student to demonstrate competence in medication administration skills in the laboratory setting. Principles of Pharmacology acquaints the student with the basic classification systems for medications as well as the general action, use, side effects and nursing implications common to each classification system.</p> <ol style="list-style-type: none"> 1. Demonstrate competence and safety in dosage calculation, and medication administration. 2. Explain the application of the nursing process and methodology used in the study of pharmacology. 3. Employ critical thinking, safety and accuracy in the transcription of physician orders. 4. Describe the phases of Pharmacokinetics. 5. Differentiate the various drug classifications for both the adult and pediatric patient related to the body systems, common actions, adverse effects and nursing implications. 6. Interpret the various uses of pharmacological therapeutic and alternative methods with nursing implications when providing patient-centered care. 7. Identify and examine common herbal therapies and drug-herb interactions. 	<p>PN122C Pharmacology</p> <p>This course provides an introduction to major drug classification systems and medication effects on the human organism. Principles of pharmacology provides a foundation for the general actions, therapeutic uses, side effects, and nursing implications common to each drug classification system. The National League for Nursing's (NLN) core competencies are used as the foundation for students to learn safety in administration of medications and to provide culturally competent nursing care and health teaching. Emphasis is placed on a comprehensive review of mathematical functions as they relate to dosage calculations. Students will be required to successfully pass a Dosage Calculations exam. This course includes principles of medication administration and requires students to demonstrate competency in medication administration skills in the laboratory setting.</p> <ol style="list-style-type: none"> 1. Demonstrate competence and safety in dosage calculation and medication administration. (EPSLO #2, 3, 4) 2. Apply the nursing process to the study of pharmacology. (EPSLO #2, 3, 5) 3. Employ critical thinking, safety, and accuracy to carry out physician orders. (EPSLO #2, 3, 4, 5) 4. Differentiate the various drug classifications for the adult and pediatric client related to body systems, common actions, adverse effects, and nursing implications. (EPSLO #2, 3) 5. Interpret the uses of pharmacological therapies, including complementary and alternative medicine, with nursing implications in providing patient-centered care and health teaching in congruence with the client's values, culture, religion, and health beliefs. (EPSLO #1, 2, 3, 6)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN125A Human Growth and Development</p> <p>This course provides an overview of the biological, social and psychosocial processes that contribute to human growth and development across the lifespan. Areas covered include theories of development, learning and personality. Also included will be concepts of sociology, culture, status, role and identity. Areas of care for the older adult include physical and psychosocial changes, strengths and limitations which occur as part of the aging process. The role of the nurse in preventative and restorative care throughout the life span is emphasized.</p> <ol style="list-style-type: none"> 1. Explore the growth and development needs of an individual from prenatal development through end-of-life. 2. Apply the theories of cognitive, moral and psychosocial development of an individual from infancy through end of life. 3. Identify the cultural, spiritual and ethical issues within the family and their influence throughout the life span of the individual. . 4. Compare the reaction to drug therapy as the middle aged adult proceeds to an aging adult. 5. Describe the stages of death and dying and the legal/ethical concerns associated with end-of-life. 	<p>PN123C Growth and Development Across the Lifespan</p> <p>This course provides an overview of the biological, social, and psychosocial processes that contribute to human growth and development across the lifespan. Theories of development, learning, and personality provide the basis of nursing care for clients at all stages of life. Essential concepts include sociology, culture, status, role, and identity. Emphasis is on the physical and psychosocial care of individuals over the life span. The role of the nurse in preventative and restorative care throughout the life span is highlighted.</p> <ol style="list-style-type: none"> 1. Explore the growth and development needs of an individual from infancy through end-of-life. (EPSLO #1, 2, 6) 2. Apply the theories of cognitive, moral, and psychosocial development of an individual from infancy through the adolescent years. (EPSLO #1, 2, 6) 3. Identify the cultural, spiritual, and ethical issues within the family and their influence throughout the life span of the individual. (EPSLO #1, 2, 3, 6) 4. Examine theories of aging. (EPSLO #1, 2, 6) 5. Describe the stages of death and dying and the legal/ethical concerns associated with end-of-life. (EPSLO #1, 2, 3, 6)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN117A Clinical Experience/Geriatrics</p> <p>This Clinical Experience is a component of Nursing II – Advanced Fundamentals of Nursing. Clinical competencies must be successfully completed to receive a passing grade for this course.</p> <ol style="list-style-type: none"> 1. Demonstrate a basic understanding of the nurse’s role in facilitating independence and identifying health teaching opportunities with the older client, family and /or significant other. 2. Discuss the significance of a recreation program as an integral component of the plan of care with the older client. 3. Demonstrate the ability to utilize the nursing process in caring for the older client. 4. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to the client. 5. Perform progressively complex nursing procedures. 6. Function as a member of the health care team by contributing to the development, revision, implementation and evaluation of the plan of care for the older client in a variety of healthcare settings. 7. Demonstrate professionalism, increasing self-direction and problem-solving techniques while communicating with the clinical instructor. 8. Demonstrate understanding of the spiritual and cultural needs of the older client. 9. Identify the physical and psychosocial health concerns of the older client. 	<p>PN125C Nursing Clinical II</p> <p>Nursing Clinical II is a continuation of Nursing Clinical I with the focus on students providing safe, quality care for adults in healthcare settings. Students apply knowledge and basic to intermediate skills practiced in the laboratory sessions to provide care for assigned clients. Students develop an exemplar to demonstrate application of Maslow’s Hierarchy of Needs to assist clients in meeting their basic healthcare needs. Clinical experiences focus on the nursing process to contribute to the client’s plan of care, data collection/ focused assessment, documentation oxygenation, elimination, sleep/rest needs, pain management, infection control, nutrition/diet therapy, wound care and medication administration. Watson’s human caring theory of nursing provides the basis for holistic, individualized, and compassionate care. The National League for Nursing’s (NLN) core competencies are used for students to continue learning clinical problem-solving strategies with an emphasis on health teaching. <i>Clinical competencies must be successfully completed to receive a passing grade for this course.</i></p> <ol style="list-style-type: none"> 1. Demonstrate caring behaviors and therapeutic communication skills when interacting with clients and families. (EPSLO #1, 2, 4) 2. Demonstrate basic physical and psychosocial data collection data/ focused assessment skills. (EPSLO #1, 2, 3, 6) 3. Identify essential interventions for the plan of care to meet client’s physiological and safety basic needs. (EPSLO #2, 3, 5, 6) 4. Identify nursing interventions for the client which incorporate cultural and spiritual aspects of care. (EPSLO #1, 2, 3, 6) 5. Comply with safe standards of practice for medication administration. (EPSLO #2, 3) 6. Verbalize appropriate rationale for nursing interventions in congruence with evidence-based practice, standards, and guidelines. (EPSLO #2, 3, 5) 7. Use the electronic health record (EHR) to accurately document and communicate client health information. (EPSLO #2, 3, 4) 8. Report clinical findings to the interdisciplinary healthcare team. (EPSLO #2, 3, 4) 9. Recognize the principles of a safe care environment and the National Patient Safety Goals for clients in the long-term care setting. (EPSLO #2, 3)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN124A Clinical Experience/Well-Child</p> <p>This Clinical Experience is a component of Human Growth and Development. Clinical competencies must be successfully completed to receive a passing grade for this course. The student will have the opportunity to observe/interact with the well-child in preschool settings.</p> <ol style="list-style-type: none"> 1. Describe and list characteristics of a typical nursery school and compare these findings with the assigned daycare setting. 2. Discuss the value of “play” in the life of the child in this setting. 3. Describe the growth and a development of children observed at nursery school and compare with the textbook profile according to Erickson’s and Piaget’s Theory. 4. Discuss the social interactions that occur with the children while in the classroom and play settings. 5. List the safety factors that are essential in the daycare environment. 6. Develop a project that is appropriate for presentation to children in the daycare classroom. 7. Analyze the effectiveness of teaching children in a daycare setting. 	<p>N/A:</p> <p>The course was eliminated because of redundancy of content. The course content related to the course objectives 1 through 5 are covered in the Growth and Development Across the Lifespan course. Clinical experiences in a daycare setting will be incorporated into Nursing Clinical III (Peds clinical).</p>

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN130A Nursing IV - Mental Health Nursing</p> <p>The course is designed to provide the student with an understanding of care for the client with Mental Health needs throughout the life span. This course will focus on current theories, treatment modalities, pharmacology and therapeutic communication. Emphasis will be placed on developing an understanding of the manifestations of a variety of mental health disorders. The nursing process will be utilized to respond to various ethical, legal, emotional and behavioral issues.</p> <ol style="list-style-type: none"> 1. Analyze the mental health care systems in the United States. 2. Illustrate effective therapeutic communication with the patient(s), families and members of the healthcare team. 3. Examine the psychological and psychosocial disorders' characteristics, the techniques for recognizing these disorders, and the nursing process to support goal-oriented care for the patient. 4. Apply the skills, principles, therapies, psychotropics and nursing implications used in mental health nursing. 5. Contrast the mental health problems throughout the life cycle of a patient. 6. Compare the legal and ethical aspects that govern the mentally impaired individual and the nurse's responsibilities in providing care. 7. Discuss the impact of spirituality and culture on the mentally impaired individual 	<p>PN131L Mental Health Nursing</p> <p>This course is designed to build a foundation for care of the client with mental health needs throughout the life span. This course focuses on current theories, treatment modalities, pharmacology, and use of the nursing process to facilitate therapeutic communication. Essential concepts include ethical and legal considerations that affect individuals with emotional and behavioral needs. Emphasis on Watson's human caring theory of nursing serves as the basis for students to cultivate sensitivity to meet the needs of clients with a variety of mental health disorders. The core competencies of the National League for Nursing (NLN) provide a framework for students to promote human dignity and personal growth of clients with psychological and psychosocial disorders.</p> <ol style="list-style-type: none"> 1. Demonstrate effective therapeutic communication to meet the psychological needs of clients from diverse cultures experiencing mental health illness. (EPSLO #1, 2, 4) 2. Use the nursing process to facilitate health promotion and health maintenance behaviors for care of clients with mental health illness. (EPSLO #3, 5, 6) 3. Explain the rationale for clinical judgments that foster quality care for clients with mental health disorders. (EPSLO #2, 3, 5) 4. Identify health teaching needs for clients with varied mental health disorders. (EPSLO #1, 2, 3, 4, 5) 5. Discuss potential mental health issues that may occur throughout the life cycle. (EPSLO #2, 5, 6) 6. Compare the legal and ethical aspects that protect individuals with mental health disorders and the nurse's responsibilities in providing care within the LPN scope of practice. (EPSLO #3, 5)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN131A Nursing III – Concepts of Maternal-Child</p> <p>This course covers the physical and emotional aspects of pregnancy, labor, delivery and postpartum care. Emphasis is placed on health promotion, and prevention of complications for the mother, fetus and newborn infant and changes related to the family unit. Health problems that complicate pregnancy are discussed including those related to the mother and the infant. Pharmacology pertaining to Maternal Child Health is also discussed. The nursing process is applied to provide effective client care. Strong emphasis is placed on the nurse's role as teacher in health promotion.</p> <ol style="list-style-type: none"> 1. Review the Reproductive System's Anatomy and Physiology. 2. Examine the history of and current aspects of the nurses role in women's health care 3. Explain fertilization and pre-natal development of the fetus. 4. Demonstrate understanding of maternal adaptations to pregnancy. 5. Compare and contrast prenatal care for uncomplicated and complicated pregnancies 6. Analyze nursing care and pain management during labor and birth. 7. Describe nursing care of women with complications during labor and birth. 8. Discuss the legal, ethical, spiritual and cultural considerations affecting the childbearing family 9. Explain the psychosocial changes in the family after birth. 10. Apply the nursing process to the postpartum family 11. Discuss the nursing care of women with complications following birth. 12. Describe and distinguish between the pre-term, full-term and post-term newborn. 13. Explain the care of the newborn with a perinatal injury or congenital malformation. 	<p>PN132C Maternal-Child and Pediatric Nursing</p> <p>This course covers the physical and emotional aspects of pregnancy, labor, delivery and postpartum care. The course includes care of the pediatric client with various childhood illnesses. Emphasis is placed on health promotion and the LPN's role in health education for the mother with newborn infant and pediatric population. Watson's human caring theory provides a framework for students to gain an understanding of the teaching-learning process within a healing/wellness coaching model. Health problems that complicate pregnancy are discussed including those related to the mother and the infant. Childhood illnesses that affect children and adolescents are discussed and the impact on individuals, families and society. Pharmacology pertaining to maternal-child health is also discussed. The nursing process is applied to provide safe, quality, individualized client care based on the core competencies of the National League for Nursing (NLN).</p> <ol style="list-style-type: none"> 1. Apply the nursing process to provide individualized, compassionate care and health teaching for the mother with newborn and pediatric client/family. (EPSLO #1, 2, 3, 5, 6) 2. Participate in the plan of care in collaboration with the healthcare team for the antepartum and post-partum client experiencing a normal or complex pregnancy. (EPSLO #2, 3, 5) 3. Participate in the plan of care in collaboration with the healthcare team for the pediatric client experiencing congenital, communicable and acquired illnesses. (EPSLO #2, 3, 5) 4. Describe the experience of the hospitalized pregnant woman, infant and family from diverse cultural backgrounds. (EPSLO #1, 2, 5, 6) 5. Summarize the diseases/system disorders of childhood and the impact on individuals, families and society. (EPSLO #2, 5, 6) 6. Explain the rationale for clinical judgments that promote safe, quality care for maternal, newborn, and pediatric clients. (EPSLO #2, 3, 5) 7. Analyze effective communication in interactions with clients, family, and members of the healthcare team. (EPSLO #1, 4)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN132A Nursing V – Nursing Across the Lifespan I</p> <p>The systems approach to this course is designed to provide the student with a broad base of knowledge of selected diseases and disorders which affect individuals as they move along the wellness/illness continuum. Emphasis will be placed on using the nursing process to meet the unique needs of each patient and family and/or support system during disruptions of health with the goal of returning the individual to an optimal level of wellness or to support them through the experience of death. Included will be basic pathophysiology within selected biological system disorders: Cardiovascular, Respiratory, Endocrine, and Upper Gastrointestinal, Fluid, Electrolytes and Shock will also be covered. Emphasis will also be placed on appropriate methods of health maintenance where applicable, diet therapy, and the use of medications for the restoration and maintenance of health.</p> <ol style="list-style-type: none"> 1. Explain the pathophysiology, etiology, complications, diagnostic tests, signs and symptoms, therapeutic measures and nursing care implications related to selected body systems' disorders including shock and trauma. 2. Integrate the nursing process by applying appropriate therapeutic standards to promote positive outcomes in clients with selected body systems disorders. 3. Examine the effectiveness of various pain management options. 4. Distinguish the legal, ethical, spiritual and cultural implications in providing care for clients with selected systems' disorders. 5. Incorporate principles of diet/nutrition in planning care to clients with selected systems disorders 6. Apply knowledge of developmental tasks in caring for clients with selected systems disorders 	<p>PN133C Nursing Across the Lifespan I</p> <p>This course is designed to provide the student with a broad base of knowledge of selected diseases and disorders which affect individuals as they move along the wellness/ illness continuum. Emphasis will be placed on using the nursing process to meet the unique needs of each client, family, and/or support system during disruptions of health with the goal of returning the individual to an optimal level of wellness or to support them in managing illnesses. The concept of cultural competence is presented with its application in creating a healing environment to provide nursing care in congruence with the culture, religion, and spiritual beliefs of adults with medical- surgical illness based on Watson's human caring theory. Course content includes the basic pathophysiology within selected biological system disorders. The core competencies of the National League for Nursing (NLN), are emphasized with a focus on evidence-based practice and the assessment of medication effectiveness for the restoration and maintenance of health.</p> <ol style="list-style-type: none"> 1. Relate evidence-based standards to use of the nursing process for safe, quality care and improved health outcomes. (EPSLO #2, 3, 5) 2. Identify clients' needs in congruence with their cultural and spiritual beliefs, values, and customs. (EPSLO #1, 2, 3, 5, 6) 3. Explain principles of therapeutic interventions to meet client healthcare needs within Maslow's Hierarchy of Needs. (EPSLO #2, 3, 5, 6) 4. Distinguish legal and ethical implications in client care within the scope of practice for practical nurses. (EPSLO #2, 3, 5)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN134A Clinical Experience/Sub Acute I</p> <p>This Clinical Experience is a component of Nursing V – Nursing Across the Life Span I. Clinical competencies must be successfully completed to receive a passing grade for this course. Depending on scheduling, the student’s participation in the medication administration competencies may occur in this course. This clinical experience will provide the student with the opportunity to care for clients in a sub-acute clinical environment.</p> <ol style="list-style-type: none"> 1. Evaluate the bio-psycho-social, cultural and spiritual needs of clients based upon data collected 2. Manage patient-centered care focusing on spiritual and cultural needs and caring behaviors. 3. Demonstrate progressive learning by performing complex nursing procedures in a competent and autonomous manner. 4. Contribute to the development, revision, implementation and evaluation of the plan of care for assigned clients in a variety of settings. 5. Demonstrate safe administration of medications for assigned clients. 6. Function as a member of the health care team in a variety of settings. 7. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to the client. 8. Demonstrate professionalism, increasing self-direction and problem-solving techniques while communicating with the clinical instructor. 9. Identify health teaching opportunities with clients, families and /or significant others. 	<p>PN134C Nursing Clinical III</p> <p>This Clinical Experience integrates elements of Medical Surgical Nursing I, Mental Health Nursing, and Maternal-Child / Pediatric Nursing. Clinical rotations provide students the opportunity to deliver direct client care, as well as observation experiences in a variety of healthcare settings that include sub-acute, mental health, pediatric, and maternal newborn. Clinical experiences focus on the nursing process to contribute to the client’s plan of care, data collection/ focused assessment, documentation, wound care, medication administration, and discharge teaching for the client and family. Watson’s human caring theory of nursing serves as a foundation to provide individualized, culturally competent nursing care and health teaching in congruence with the client’s values, culture, religion, and health beliefs. The National League for Nursing’s (NLN) core competencies are used for students to continue to develop clinical judgment skills with an emphasis on quality improvement. <i>Clinical competencies must be successfully completed to receive a passing grade for this course.</i></p> <ol style="list-style-type: none"> 1. Provide holistic, individualized patient-centered care focusing on caring behaviors and client preferences. (EPSLO #1, 2, 3) 2. Apply higher level skills and nursing interventions for clients in a variety of healthcare environments. (ESLO #2, 3, 6) 3. Identify barriers to effective therapeutic communication when interacting with clients and families. (EPSLO #1, 2, 4) 4. Demonstrate understanding of the roles, responsibilities, and scope of practice of other members of the healthcare team. (EPSLO #3, 5) 5. Define the quality improvement process. (EPSLO #2, 3) 6. Identify the health education needs of the client in collaboration with the interdisciplinary healthcare team that will address the discharge plan of care. (EPSLO #2, 3, 4, 5, 6) 7. Use the electronic health record (EHR) to document and communicate health teaching to meet the healthcare needs of the client. (EPSLO #2, 3, 4) 8. Implement safety standards of nursing practice and the National Patient Safety Goals in the care of the medical-surgical adult client. (EPSLO #2, 3) 9. Demonstrate ethical/legal considerations and best practice guidelines within the scope of nursing for LPN. (EPSLO #2, 3)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN140A Nursing VI - Nursing Across the Lifespan II</p> <p>This course is a continuation of Nursing V – Nursing Across the Life Span I. The systems approach continues with this course and is designed to provide the student with a broad knowledge base of selected diseases and disorders affecting individuals of all ages as they move along the wellness/illness continuum. Emphasis will be placed on using the nursing process to meet the unique needs of each patient and family and/or support systems during disruption of health with the goal of returning the individual to an optimal level of wellness or to support them through the experience of death. Included will be a unit on the ill-child and basic pathophysiology within selected biological systems' disorders: Lower Gastrointestinal, Neurological, Integumentary, Genitourinary Reproductive, Sensory, Cancer, Hemopoetic, and Musculoskeletal. Infectious diseases will also be covered. Emphasis will also be placed on the appropriate methods of health maintenance and where applicable, diet therapy and the use of medications for the restoration of health.</p> <ol style="list-style-type: none"> 1. Explain the pathophysiology, etiology, complications, diagnostic tests, signs and symptoms, therapeutic measures and nursing care implications related to selected body systems' disorders including shock and trauma. 2. Integrate the nursing process by applying appropriate therapeutic standards to promote positive outcomes in clients with selected body systems disorders. 3. Examine the effectiveness of various pain management options. 4. Distinguish the legal, ethical, spiritual and cultural implications in providing care for clients with selected systems' disorders. 5. Incorporate principles of diet/nutrition in planning care to clients with selected systems disorders 6. Apply knowledge of developmental tasks in caring for clients with selected systems disorders 7. Apply evidence-based practice in caring for the cancer patient with consideration of their cultural and spiritual beliefs. 8. Analyze the nursing care of the pediatric patient within the family unit. 	<p>PN241C Nursing Across the Lifespan II</p> <p>This course is a continuation of Nursing Across the Lifespan I and provides students the opportunity to gain an advanced level of understanding related to evidence-based nursing care to improve client outcomes. Course content focuses on the nursing care delivery for adult clients living with medical-surgical illnesses. Multi-system disorders are integrated throughout this course to provide students with a comprehensive understanding of alterations in health. Cultural and ethnic implications and variations provide students with a holistic perspective of authentic listening and presence based on Watson's human caring theory. Course content includes the basic pathophysiology within selected biological system disorders. The needs of clients with a variety of health alterations provides students with the knowledge to deliver safe, quality nursing care based on the core competencies of the National League for Nursing (NLN).</p> <ol style="list-style-type: none"> 1. Analyze priorities of nursing care for the adult client with medical surgical disorders according to evidence-based practice and standards. (EPSLO #2, 3, 5) 2. Compare and contrast individual health teaching needs for clients of diverse cultural, spiritual beliefs, values, and customs. (EPSLO #1, 2, 3, 5, 6) 3. Distinguish effective nursing interventions and health teaching to meet the healthcare needs for clients with acute and chronic illnesses within Maslow's Hierarchy of Needs. (EPSLO #2, 3, 5, 6) 4. Integrate legal and ethical principles for the care of medical-surgical clients. (EPSLO #2, 3, 4)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN144A Professional Development</p> <p>This course is designed to prepare the student for the role transition to Licensed Practical Nurse. Emphasis will be placed on preparation for the NCLEX-PN including review of content material in conjunction with test-taking skills and practice tests. Professional topics include the responsibility of licensure, the necessity of continuing education and the involvement in nursing organizations. State Board of Examiners for Nursing White Papers, various letters, Practical Nursing's Standards of Nursing Practice will also be discussed. A session on Disaster Nursing and the Licensed Practical Nurse's role along with Bioterrorism issues will be included. In order to pass this course, a passing grade must be achieved on the Exit Exam.</p> <ol style="list-style-type: none"> 1. Describe and discuss the responsibilities of the State of Connecticut Board of Examiners for Nursing. 2. Illustrate the legal, ethical and professional responsibilities of the Practical Nurse in regards to the scope of practice as outlined in the Connecticut Nurse Practice Act. 3. Integrate the use of evidence-based practice and continuous quality improvement to promote safe patient-centered care. 4. Compare and contrast the leadership and management role of the Practical Nurse 5. Demonstrate and discuss professional conflict resolution skills necessary in the workplace 6. Prepare for the employment process and appraise the applicant's responsibilities. 7. Examine and analyze the role of the Practical Nurse in emergencies and disasters including terrorism. 8. Review all course materials in preparation for the National Council Licensure Examination (NCLEX-PN). 9. Analyze the role of the interdisciplinary health care team and its members. 	<p>PN242C Professional Development</p> <p>This course is designed to prepare the student for the role transition to Licensed Practical Nurse. Topics in professionalism include the responsibility of licensure, the importance of continuing education, concepts of management and supervision of client care, conflict resolution, communication through informatics, and the involvement in nursing organizations. State Board of Nursing regulations and Practical Nursing Standards of Practice will also be discussed. Disaster Preparedness Nursing and the Licensed Practical Nurse's role along with Bioterrorism issues will be included. Watson's theory of nursing guides the student in self-care and to understand the responsibility of nurses to advocate for and practice ethical human caring of clients. Emphasis is placed on the National League for Nursing's (NLN) core competencies related to development of professional identity and the application of quality improvement, nursing standards, and practice guidelines as a basis for clinical judgment. Learning activities to promote preparation of NCLEX testing are integrated throughout the course.</p> <ol style="list-style-type: none"> 1. Integrate the use of evidence-based practice and continuous quality improvement to deliver safe patient-centered care. (EPSLO #2, 3, 5, 6) 2. Define strategies to effectively manage conflict resolution for safe delivery of client care. (EPSLO #1, 2, 3, 4, 5) 3. Explain the use of nursing informatics in communicating client data to the healthcare team. (EPSLO #2, 3, 4, 5) 4. Discuss the legal, ethical, and professional responsibilities of the Practical Nurse in regards to the scope of practice as outlined in the State Nurse Practice Act. (EPSLO #2, 3) 5. Contrast the difference between leadership and management roles in healthcare. (EPSLO #1, 2, 3, 4, 5) 6. Prepare for the NCLEX-PN exam with the implementation of NCLEX resource materials. (EPSLO #2, 3)

TABLE 3.1 COURSE DESCRIPTIONS AND COURSE STUDENT LEARNING OBJECTIVES (continued)

CURRENT	REVISED
<p>PN136A Clinical Experience/Mental Health</p> <p>This Clinical Experience is a component of Nursing IV – Mental Health Nursing. Clinical competencies must be successfully completed to receive a passing grade for this course. Clinical experiences will provide the student with the opportunity to utilize therapeutic communication skills while interacting with adults within the mental health setting including inpatient psychiatric unit.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to function safely and effectively in a psychiatric setting. 2. Examine and recognize the characteristics and coping mechanisms of clients with psychological/psychosocial disorders. 3. Demonstrate effective therapeutic communication with the client(s), families/significant others and members of the healthcare team. 4. Utilize the nursing process to support goal-oriented care for the client. 5. Evaluate the therapeutic effectiveness of psychotropic drugs used in the psychiatric milieu. 6. Examine the legal, ethical, spiritual and cultural aspects that influence the mentally impaired individual and the nurse's responsibilities in providing care. 7. Demonstrate effective use of the DSM V. 8. Identify therapy modalities used in the treatment of psychiatric disorders. 9. Explain the role of the nursing and multidisciplinary teams in planning the care and treatment of the client in the psychiatric setting. <p>PN138A Clinical Experience/Maternal-Child</p> <p>This Clinical Experience is a component of Nursing III – Concepts of Maternal Child. Clinical competencies must be successfully completed to receive a passing grade for this course. The student will have the opportunity to observe / interact with clients in a maternity setting.</p> <ol style="list-style-type: none"> 1. Participate in the nursing care of the post-partum client and family/significant others. 2. Develop a plan of care in collaboration with the health care team for the antepartum and post-partum client experiencing a normal or complex pregnancy. 3. Discuss how the labor and delivery experience affects the physiological and psychosocial needs of the post-partum client. 4. Verbalize understanding of the cultural and spiritual needs of the maternity client and family/significant other. 	<p>PN243C Nursing Clinical IV</p> <p>This Clinical Experience is a culmination of previous clinical courses with a focus on holistic, individualized care of the client. Clinical rotations provide students the opportunity to care for clients of all ages in various healthcare settings. Clinical experiences focus on the nursing process to evaluate the client's response to the plan of care, data collection/ focused assessment, documentation, medication administration, and health teaching for the client and family. The focus is on the individual as a client within the context of the family and community and the importance of health promotion using Watson's human caring theory of nursing. Students develop an exemplar to demonstrate application of Watson's caring theory to client care delivery. The National League for Nursing's (NLN) core competencies are used for students to continue to develop competency in prioritization and clinical judgment, communication, providing client education, and facilitating continuity of care following discharge. Intravenous (IV) therapy education sessions include a review of IV therapy concepts covered throughout the curriculum, roles and responsibilities of the practical nurse in monitoring and maintenance of IV therapy, as well as skills validation for care of clients receiving IV therapy. A leadership experience is incorporated into this clinical course to prepare graduates for the charge nurse role for LPNs. <i>Clinical competencies must be successfully completed to receive a passing grade for this course.</i></p> <ol style="list-style-type: none"> 1. Employ a team approach when providing patient-centered care and health education. (EPSLO #1, 2, 3, 4, 5) 2. Discuss Watson's concept of human caring that promotes holistic, meaningful care for the client. (EPSLO #1, 2, 3, 5) 3. Identify quality improvement indicators and discuss the implications for assigned clients. (EPSLO #2, 3) 4. Analyze effective therapeutic communication when interacting with peers, coworkers, clients, families, and clinical instructor. (EPSLO #1, 2, 4) 5. Collaborate with members of the healthcare team and client/family in the development and evaluation of the plan of care. (EPSLO #2, 3, 4, 5)

5. Compare and contrast the physical characteristics and nursing interventions of the preterm, term and post term newborn term newborn.
6. Identify teaching needs of the maternity client and family/significant other.
7. Describe and discuss the family after birth including nursing care in the immediate postpartum period, safety of the family unit, postpartum changes in the mother, care of the newborn, breast and bottle feeding and discharge planning.
8. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to the client.
9. Demonstrate professionalism and effective therapeutic communication in the care of the perinatal client and family unit.

PN142A Clinical Experience/ Sub Acute II

This Clinical Experience is a component of Nursing VI – Nursing Across Lifespan II. Clinical competencies must be successfully completed to receive a passing grade for this course. Depending on scheduling, the student's participation in the medication administration competencies may occur in this course. This Clinical experience will provide the student with the opportunity to care for clients of all ages in a sub-acute clinical environment.

1. Demonstrate proficiency in gathering data and anticipate the bio- psychosocial, cultural and spiritual needs of clients in a variety of settings.
2. Provide competent and compassionate patient-centered care analyzing the client's spiritual and cultural needs.
3. Contribute to the development, revision, implementation and evaluation of the plan of care for assigned clients.
4. Incorporate progressive learning and theoretical concepts into daily practice, and perform clinical skills from simple to complex, including safe medication administration, in an autonomous and competent manner, at a level necessary to transition to graduate practical nurse.
5. Evaluate the quality of patient-centered care provided to assure practice is evidence-based.
6. Identify the need for and participate in health teaching for the client, family and or significant other.
7. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to the client.
8. Function as a member of the health care team in a variety of health care settings to prepare the student to transition into the role of graduate practical nurse.
9. Demonstrate professionalism, effective therapeutic communication, strong time management skills, priority setting and leadership/delegation skills.

6. Collaborate with the healthcare team to adapt the plan of care interventions in congruence with the client's cultural and spiritual beliefs, health values, and personal preferences. (EPSLO #1, 2, 3, 4, 5)
7. Apply evidence-based principles in clinical decision-making for nursing interventions of the medical-surgical adult client. (EPSLO #2, 3, 5)
8. Compare the various leadership and management roles within a healthcare facility. (EPSLO #3, 4, 5)
9. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to clients in the sub-acute environment. (EPSLO #2, 3)

TIMELINE FOR IMPLEMENTATION OF PROPOSED CURRICULUM REVISION

The target date to begin implementation of the revised curriculum is January 2022 for day and evening cohorts at the New Britain and Shelton campuses. The proposed curriculum changes have been reviewed and received institutional approval by the Compliance and Regulatory Division of Lincoln Educational Services, pending full approval by the Connecticut State Board of Nurse Examiners. Upon receipt of full approval by the Board, Lincoln Tech's website will be updated and an addendum will be added to the School Catalog with the revised course descriptions. The Corporate Dean and Assistant Dean of Nursing will ensure that the revised program philosophy and end-of-program student learning outcomes are updated within the Nursing Student Handbook. They will also be responsible for syllabi updates to reflect the changes in course descriptions, course student learning objectives, and topic outlines. Concurrently, the nursing faculty will integrate the revised course content outlines (*Exhibit H: Weekly Content Outlines*) into the lesson plans for the select course(s) that they are responsible to teach. Table 4.1 lists the specific dates for each of the required preparatory steps for implementation and the responsible person(s) for each item. (*Table 4.1 Curriculum Revision Implementation Timeline*).

Table 4.1 Curriculum Revision Implementation Timeline		
Required Preparatory Steps	Date	Responsible Person(s)
1. Website update	October 1	Tina Machyowsky, Senior Manager of Marketing
2. Addendum to School Catalog	October 1	Ivanna Salerno-Hiter, Director of Regulatory Services
3. Nursing Student Handbook and Syllabi revisions	October 1	Patricia DeLucia, Corp. Dean of Nursing Deborah Little, Corp. Assistant Dean of Nursing
4. Course Lesson Plans revisions	December 1	Nursing Faculty for each course
5. Implement curriculum change for Day and Evening cohorts	New Britain Days - 1/18/22 New Britain Evenings – 1/10/22 Shelton Days - 1/18/22 Shelton Evenings - 1/10/22	Salvatore Diaz, Director of Nursing, New Britain Anne Simko, Director of Nursing, Shelton

PLAN OF EVALUATION FOR PROPOSED CURRICULUM REVISION

Course and program outcomes are reviewed regularly for analysis and trending of data. A myriad of methods and tools are currently used to assess achievement of student learning course objectives and end-of-program Student Learning Outcomes (SLOs) in the didactic, skills laboratory, and clinical aspects of each course. The end-of-program SLOs provide the basis for faculty to evaluate student achievement and to implement changes to improve their courses. The Practical Nursing program utilizes quizzes/examinations, grading rubrics, papers, presentations, teaching plans, care plans, written reflection journaling, skills validations, clinical competency evaluations, and standardized testing for formative and summative evaluation of student learning. At the institutional level, there is an academic assessment process that measures student learning at the program level. Assessment of program-level academic outcomes include NCLEX-PN pass rates, program completion rates, and job placement and/or continuing education rates.

The principal evaluation method used in didactic courses are examinations in multiple-choice question format that faculty adapt from textbook instructor resources and other sources of NCLEX type questions. Case studies, papers, and presentations are additional evaluative methods used to assess student learning in theory classes. Students participate in standardized assessment with Assessment Technologies Institute (ATI®) at the end of select nursing theory courses and a comprehensive predictor assessment at the end of the program. Achievement on proctored assessments applies for a designated percent of the overall course grade.

Satisfactory clinical performance is required for clinical courses and competency is based on clinical competency evaluation tools. Faculty validate skills competencies prior to students performing them in the clinical areas with use of skills performance checklists. The clinical performance evaluation tool is mapped with the course objectives and objective-specific competencies for each outcome as defined by the EPSLOs. Clinical learning activities are used to provide students with feedback and practice for synthesis of knowledge and application that supplement and reinforce learning. These include nursing care plans, client teaching plans, guided reflection journaling, SimChart® electronic documentation, pre-and post-conference, simulation guided-reflection debriefing, and case studies.

In addition to the current methods of curriculum assessment for course and program outcomes, the faculty will utilize the systematic plan for evaluation (SPE) for measurement and evaluation of student learning outcomes, program outcomes, and role-specific graduate competencies. The SPE provides evidence of students' achievement of each end-of-program student learning outcome (EPSLO) and each program outcome. This assessment process is essential to continuous improvement of the proposed curriculum plan of study. The SPE provides a mechanism for faculty to collect, track and trend outcomes data, analyze findings, and set forth recommendations and an action plan as needed. The SPE will be based upon the ACEN 2017 standards for the 2022 calendar year to provide data reflective of the proposed curriculum revisions. Data collection for each EPSLO will be conducted at the end of each course term and at completion of the program. Assessment of each EPSLO and each program outcome will be conducted annually.

Faculty will measure student achievement of each EPSLO using a variety of assessment instruments. End-of-program assessments will be evaluated through Assessment Technologies Institute® (ATI) Comprehensive Predictor exit assessment, select course assignments, and clinical competencies. Faculty selection of instruments and specific category scores for assessment will be based upon rationales that are reflective of EPSLOs competencies objectives as described in *Exhibit J: Draft Systematic Plan of Evaluation (SPE)* located below, pp. 35-40.

PLAN		IMPLEMENTATION																																											
Component	Expected Level of Achievement/ Assessment Method/ Timeline	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision																																										
<p>EPSLO #3:</p> <p>Professional Identity (NLN)</p> <p>Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/NFLPN, 1979).</p>	<p>ELA #1 = 70%</p> <p>End-of-program group score for the NLN sub-category of <i>Professional Identity</i> on the ATI Comprehensive Predictor Assessment will be => 70%.</p> <p>Assessment Frequency: Annually – January</p>	<p>Results of Data Collection:</p> <table border="1" style="margin: 10px auto;"> <tr> <td colspan="2" style="text-align: center;">2022 Aggregate</td> </tr> <tr> <td colspan="2" style="text-align: center;">ELA #1 = 70%</td> </tr> <tr> <td colspan="2" style="text-align: center;">ATI Professional Identity</td> </tr> <tr> <td style="text-align: center;">Avg. Score</td> <td style="width: 100px;"></td> </tr> <tr> <td style="text-align: center;">Trended</td> <td></td> </tr> </table> <table border="1" style="margin: 10px auto;"> <tr> <td colspan="8" style="text-align: center;">2022 Disaggregate – Grad Date & Section</td> </tr> <tr> <td colspan="8" style="text-align: center;">ELA #1 = 70%</td> </tr> <tr> <td colspan="8" style="text-align: center;">ATI Prof Identity</td> </tr> <tr> <td style="text-align: center;">Avg. Score</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="font-size: small;">*D – day section *E – evening section</p>	2022 Aggregate		ELA #1 = 70%		ATI Professional Identity		Avg. Score		Trended		2022 Disaggregate – Grad Date & Section								ELA #1 = 70%								ATI Prof Identity								Avg. Score								<p>Analysis:</p> <p>Actions:</p>
2022 Aggregate																																													
ELA #1 = 70%																																													
ATI Professional Identity																																													
Avg. Score																																													
Trended																																													
2022 Disaggregate – Grad Date & Section																																													
ELA #1 = 70%																																													
ATI Prof Identity																																													
Avg. Score																																													

Exhibit A

Map of Curriculum Threads: Maslow, Watson, NLN

Course	Maslow	Watson	NLN
PN111C Anatomy & Physiology	---	---	---
PN112C Nursing Fundamentals I	<ul style="list-style-type: none"> • Maslow's Hierarchy of Needs: <i>Theory of Basic Needs</i> • Maslow's Hierarchy of Needs: safety needs • Maslow's Hierarchy of Needs: physiological needs 	<ul style="list-style-type: none"> • The nursing theory of Jean Watson – <i>Human Caring Science</i> and Caritas Processes • Jean Watson's Caritas Process: Human Caring Relationships 	<ul style="list-style-type: none"> • Caring • Holism • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science
PN113C Professional Awareness	<ul style="list-style-type: none"> • Abraham Maslow's Human Needs theory 	<ul style="list-style-type: none"> • Jean Watson's Human Caring Theory of Nursing 	<ul style="list-style-type: none"> • Caring • Ethics • Nursing Judgment • Professional identity • Personal/professional development • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety <p>The National League for Nursing (NLN) <i>Spirit of Inquiry</i></p>
PN121C Nursing Fundamentals II	<ul style="list-style-type: none"> • Maslow's Hierarchy of Needs: physiological needs 	<ul style="list-style-type: none"> • Jean Watson's Caritas Processes: Problem-solving through the Caring Process • Jean Watson's Caritas Processes: Respectfully assisting with human needs 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science

Exhibit A

Course	Maslow	Watson	NLN
PN122C Pharmacology	<ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs: safety needs 	<ul style="list-style-type: none"> • Jean Watson’s Caritas Processes: Authentic teaching-learning within context of caring relationship 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science
PN123C Growth & Development Across the Lifespan	<ul style="list-style-type: none"> • Maslow’s human needs theory of growth and development over the lifespan • Maslow’s Hierarchy of Needs: self-actualization 	<ul style="list-style-type: none"> • Watson’s theory of human caring science in nursing for growth and development over the lifespan 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science <p>The National League for Nursing (NLN) <i>Human Flourishing</i></p>
PN131L Mental Health Nursing	<ul style="list-style-type: none"> • Maslow’s influence – holistic psychology serves as a basis to plan and prioritize care 	<ul style="list-style-type: none"> • Jean Watson’s Caritas Processes: Cultivation of sensitivity to self and others 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science

Exhibit A

Course	Maslow	Watson	NLN
PN132C Maternal-Child and Pediatric Nursing	<ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs: love/belonging needs 	<ul style="list-style-type: none"> • Jean Watson’s Caritas Processes: Teaching-Learning toward Health-Healing-Wellness Coaching Model 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science
PN133C Nursing Across the Lifespan I	<ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs: physiological and safety needs 	<ul style="list-style-type: none"> • Jean Watson’s Caritas Processes: Creating Healing Environment • Jean Watson’s Caritas Processes: Practicing human compassion 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science
PN241C Nursing Across the Lifespan II	<ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs: physiological, safety, and love/belonging needs 	<ul style="list-style-type: none"> • Jean Watson’s Caritas Processes: Authentically Listening • Jean Watson’s Caritas Processes: Being Authentically Present 	<ul style="list-style-type: none"> • Caring • Holism • Ethics • Nursing Judgment • Diversity and Culture Care • Patient-centeredness • Relationship-centered care • Teamwork • Quality and Safety • Context and Environment • Knowledge and Science <p>The National League for Nursing (NLN) <i>Nursing Judgment</i></p>

Exhibit A

Course	Maslow	Watson	NLN
PN242C Professional Development	<ul style="list-style-type: none"> Maslow's Hierarchy of Needs and the role of community resources: physiological, safety, and love/belonging needs Maslow's Hierarchy of Needs: esteem needs 	<ul style="list-style-type: none"> Jean Watson's Caritas Processes: Opening and Attending to One's Spiritual Needs 	<ul style="list-style-type: none"> Caring Ethics Nursing Judgment Professional identity Personal/professional development Diversity and Culture Care Patient-centeredness Relationship-centered care Teamwork Quality and Safety <p>The National League for Nursing (NLN) <i>Professional Identity</i></p>

Course	Maslow	Watson	NLN
Nursing Clinical courses: PN114C Clinical I PN125C Clinical II PN134C Clinical III PN243C Clinical IV	<ul style="list-style-type: none"> Maslow's Hierarchy of Needs basic needs Safety and National Patient Safety Goals Case Study Exemplar 	<ul style="list-style-type: none"> Jean Watson's Human Caring Holistic Individualized Compassion Respect Humility Creating a healing environment Authentically listening Being authentically present Case Study Exemplar 	<ul style="list-style-type: none"> Caring Ethics Evidence-based practice Clinical Problem-Solving Nursing Judgment Communication Holism Professional identity Personal/professional development Diversity and Culture Care Patient-centeredness Relationship-centered care Teamwork Quality and Safety Health Teaching Context and Environment Knowledge and Science

EXHIBIT B: Side-by-Side Curriculum Map Lincoln Technical Institute - CT: New Britain / Shelton Campuses
Revisions with Rationales Practical Nursing Program: Proposed Curriculum Revisions

Current CT Curriculum Plan							Proposed CT Curriculum Plan						Rationales
Mod	Course Number	Course Titles	Lecture Hours	Lab Hours	Clinical Hours	Total Hours	Course Number	Course Titles	Lecture Hours	Lab Hours	Clinical Hours	Total Hours	
1	PN109A	Anatomy and Physiology I	70	0	0	70	PN111C	Human Anatomy and Physiology	120	0	0	120	PN109A/PN121A Anatomy and Physiology I and II courses combined into one course. Faculty identified the need to provide students with increased theory in the first module. A&P hours: 70+50=120
	PN103A	Nursing I - Fundamentals of Nursing	116	40	0	156	PN112C	Nursing Fundamentals I	65	40	0	105	Lecture hours more evenly distributed between Funds I and Funds II (Advanced Funds): 65/55 versus 116/30. Content for Professional Awareness moved into a new separate course. Content for care of dying patient & documentation moved to Funds II. Concepts added for Watson's theory, quality improvement and interdisciplinary collaboration.
							PN113C	Professional Awareness	20	0	0	20	Content moved from Funds I into newly created course focused on professional nursing concepts.
	PN105A	Clinical Experience/ Nursing I	0	0	180	180	PN114C	Nursing Clinical I	0	0	160	160	Clinical hours decreased to offset the increase in theory hours. Faculty identified need for more baseline theory in mod I.
		Totals	186	40	180	406		Totals	205	40	160	405	Overall change Mod I hrs: theory increased by 19 hrs, no change in lab hrs, and clinical decreased by 20 hrs.
2	PN121A	Anatomy and Physiology II	50	0	0	50							Anatomy & Physiology II course eliminated and the 50 lecture hours redistributed to A&P in mod I.
	PN115A	Nursing II-Advanced Fundamentals of Nsg	30	30	0	60	PN121C	Nursing Fundamentals II	55	30	0	85	See rationale in Nursing Funds I. Content added: fluid/elect, acid-base, and IV therapy. Care of surgery pt moved to L/S II.
	PN122A	Principles of Pharmacology	35	10	0	45	PN122C	Pharmacology	50	10	0	60	15 hours added to lecture. Students and faculty feedback identified the need for increased hours to fully cover content.
	PN125A	Human Growth and Development	30	0	0	30	PN123C	Growth & Development Across Lifespan	30	0	0	30	Change in course title, no change in overall course hours. Content shift from pathophysiology to normal growth & develop with a focus on preventative and restorative nsg care.
	PN117A	Clinical Experience/ Geriatrics	0	0	185	185	PN125C	Nursing Clinical II	0	0	220	220	Clinical hrs increased by 35 hrs to offset changes in mod I (clinical hrs decrease to accommodate identified need for mod I increase in theory hrs) and more student time for mod I and II skills.
	PN124A	Clinical Experience/ Well Child	0	0	27	27							Course eliminated due to redundancy of content. Content related to the course objectives 1 - 5 are covered in Growth & Development Across Lifespan. Clinical experiences in daycare setting will be in Nursing Clinical III (peds).
		Totals	145	40	212	397		Totals	135	40	220	395	Overall change Mod II: theory decreased by 10 hrs, no change in lab hrs, and clinical increased by 8 hrs.

EXHIBIT B: Side-by-Side Curriculum Map Lincoln Technical Institute - CT: New Britain / Shelton Campuses
Revisions with Rationales Practical Nursing Program: Proposed Curriculum Revisions

Current Curriculum Plan							Proposed Curriculum Plan						Rationales
Mod	Course Number	Course Titles	Lecture Hours	Lab Hours	Clinical Hours	Total Hours	Course Number	Course Titles	Lecture Hours	Lab Hours	Clinical Hours	Total Hours	
3	PN130A	Nursing IV-Mental Health Nursing	45	0	0	45	PN131L	Mental Health Nursing	45	0	0	45	Change in course title - no change in hours. Loss & grief moved to Funds II; added Watson's theory.
	PN131A	Nursing III- Concepts of Maternal Child	45	3	0	48	PN132C	Maternal-Child and Pediatric Nursing	65	5	0	70	Pediatric content from Lifespan II course combined into maternal child nursing course. Faculty identified need for pediatric nursing theory in mod III, instead of mod IV. Course hours more evenly distributed between maternal-child and pediatric content. Addition of 2 hours for peds lab.
	PN132A	Nursing V - Nursing Across the Lifespan I	81	10	0	91	PN133C	Nursing Across the Lifespan I	80	10	0	90	Care of surgical pt moved from Funds II. Theory hours re-distributed with an overall reduction of 1 hour .
	PN134A	Clinical Experience/ Sub Acute I	0	0	216	216	PN134C	Nursing Clinical III	0	0	200	200	Clinical hours decreased to offset the increase in theory hours for mod III. Faculty identified need for peds theory in mod III versus in last mod IV.
		Totals	171	13	216	400		Totals	190	15	200	405	Overall change Mod III hrs: theory increased by 19 hrs, increase lab by 2 hrs (peds), and clinical decreased by 16 hrs.
4	PN140A	Nursing VI- Nursing Across the Lifespan II	143	11	0	154	PN241C	Nursing Across the Lifespan II	120	10	0	130	Course hours reduced with pediatric content moved into maternal-child nursing course.
	PN144A	Professional Development	36	0	0	36	PN242C	Professional Development	45	0	0	45	Added 9 hours to course for additional NCLEX preparation and civility seminar.
	PN136A	Clinical Experience/ Mental Health	0	0	18	18	PN243C	Nursing Clinical IV	0	0	220	220	Clinical courses. PN136A/PN138A/PN142A, combined into one course; less fragmented. Clinical hours increased by 22 hours to offset changes in mod III (clinical hrs decrease to accommodate identified need for mod III increase in peds theory hrs).
	PN138A	Clinical Experience/ Maternal-Child	0	0	18	18							
	PN142A	Clinical Experience/ Sub Acute II	0	0	162	162							
		Totals	179	11	198	388		Totals	165	10	220	395	Overall change Mod IV: theory decreased by 14 hrs, decrease lab by 1 hr, and clinical increased by 22 hrs.
		GRAND TOTALS	681	104	806	1591		GRAND TOTALS	695	105	800	1600	Current: lecture/lab = 785 hrs. clinical = 806 hrs. Proposed: lecture/lab = 800 hrs. clinical = 800 hrs. Overall added 14 hrs to lecture/ decreased clinical by 6 hrs/ added 1 hr to labs.

EXHIBIT C: Curriculum Plan Fact Sheet

New Program Version Code XXXXXX Practical Nursing
Diploma Program
New Britain and Shelton, CT
CIP CODE: 51.3901
SOC CODE: 29-2061

Total Instructional Hours: 1600

Total Credit Hours: 62.0

Program Length: Day – Approximately 52 Weeks (includes scheduled breaks and holidays)
 Eve – Approximately 92 Weeks (includes scheduled breaks and holidays)

Program Objective:

The Practical Nursing Program was designed for the adult learner who wishes to enter the Nursing field and become involved in the hands-on part of nursing care. Practical Nursing meets the student's need for vocational training and the needs of the community for qualified LPN's in the workforce.

Nursing is a helping profession that assists individuals, families, groups and communities in the promotion of optimal health. The aim of nursing is to promote wellness and assist in preventing illness, restoring health and facilitating coping. Nursing is a dynamic interpersonal profession in which goals are best accomplished through use of the nursing process. Nursing care is provided to patients whose self-care deficits require assistance from the nurse in meeting health care needs.

Licensed Practical Nurses (LPN's) function as a contributing member of the health care team by providing nursing care under the supervision or direction of a registered nurse or licensed physician. The LPN's scope of practice includes contributing to data collection, nursing diagnosis, planning, implementation and evaluation of the plan of care. Duties may include assignment of specific tasks and teaching basic nursing skills and principles. Practical nurses provide safe and effective care for individuals or groups in various settings. The expected outcome of this program is to provide the graduate with the ability to obtain an entry-level position within a physician's office, clinic, nursing home, rehabilitation center or hospital after successful completion of the Licensure Examination.

semester	course number	course name	lecture hours	lab hours	clinical hours	total hours
I	PN111C	Human Anatomy & Physiology	120	0	0	120
I	PN112C	Nursing Fundamentals I	65	40	0	105
I	PN113C	Professional Awareness	20	0	0	20
I	PN114C	Nursing Clinical I	0	0	160	160
SEMESTER I TOTALS			205	40	160	405
II	PN121C*	Nursing Fundamentals II	55	30	0	85
II	PN122C*	Pharmacology	50	10	0	60
II	PN123C*	Growth and Development Across the Lifespan	30	0	0	30
II	PN125C*	Nursing Clinical II	0	0	220	220
SEMESTER II TOTALS			135	40	220	395
III	PN131L*	Mental Health Nursing	45	0	0	45
III	PN132C*	Maternal-Child and Pediatric Nursing	65	5	0	70
III	PN133C*	Nursing Across the Lifespan I	80	10	0	90
III	PN134C*	Nursing Clinical III	0	0	200	200
SEMESTER III TOTALS			190	15	200	405
IV	PN241C*	Nursing Across the Lifespan II	120	10	0	130
IV	PN242C*	Professional Development	45	0	0	45
IV	PN243C*	Nursing Clinical IV	0	0	220	220
SEMESTER IV TOTALS			165	10	220	395
TOTALS			695	105	800	1600

*indicates prerequisite requirement

EXHIBIT C: Curriculum Plan Fact Sheet

Note: The listing of credit hours is not meant to imply that credits can be transferred into college or other private career school programs. Transfer credits are at the sole discretion of the receiving school.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and Online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Maximum Time Frame (MTF) = 91.5 semester credits

EXHIBIT C: Curriculum Plan Fact Sheet

COURSE DESCRIPTIONS

PN111C Human Anatomy & Physiology

120 Contact Hours (120 Lecture Hours and 0 Lab Hours)

This course is designed to provide information for students to gain a basic knowledge of the anatomical structure and the normal function of the human body. Course content includes a focus on basic medical terminology. The primary goal of this course is to provide a foundation upon which students may build further knowledge and skills to render quality patient care. This course also relates how the parts of the body influence each other and contribute to effective overall functioning in maintaining homeostasis.

Prerequisite: None

PN112C Nursing Fundamentals I

105 Contact Hours (65 Lecture Hours and 40 Lab Hours)

The Nursing Fundamentals I course provides instruction on the basic nursing skills and introduction to Maslow's Hierarchy of Needs. Essential concepts include the nursing process, data collection/ focused assessment, documentation, asepsis, basic nutrition, vital signs, and mobility. Nursing skills are practiced and validated in the nursing skills laboratory and applied in the clinical settings during Clinical I. Emphasis is placed on Watson's human caring theory of nursing as the basis for providing compassionate care with respect and humility. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn basic patient-centered care and concepts of safe healthcare environments.

Prerequisite: None

PN113C Professional Awareness

20 Contact Hours (20 Lecture Hours and 0 Lab Hours)

This course introduces students to the history of nursing and the contributions to the profession by practical nursing. Students explore the role of the practical nurse, the clinical decision-making process; the healthcare team concept; problem-solving/critical thinking; ethical/legal/moral issues; and teaching/learning processes. Students learn study skills and strategies for success in nursing studies. Emphasis is placed on Watson's human caring theory of nursing to understand the contributions of practical nursing to the holistic care and health of clients. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn team collaboration, development of professional identity, evidence-based practice, and spirit of inquiry.

Prerequisite: None

PN114C Nursing Clinical I

160 Contact Hours (160 Clinical Hours)

Nursing Clinical I is the first of four clinical courses with a focus on the needs of clients in long-term care settings for students to provide safe, quality nursing care. Students apply fundamental knowledge acquired from nursing theory classes and interactive laboratory experiences to provide basic care to clients and families. Students use the theory of Maslow's Hierarchy of Needs as a guide for assisting clients in meeting their basic healthcare needs. Clinical experiences focus on implementation of the nursing process, data collection/ focused assessment, documentation, asepsis, nutrition, vital signs, and mobility. Students learn holistic, individualized client care delivery with compassion, respect, and humility based upon Watson's human caring theory of nursing. The National League for Nursing's (NLN) core competencies are used for students to develop a foundation in clinical

EXHIBIT C: Curriculum Plan Fact Sheet

problem-solving, caring, communication, and identification of client health education needs. *Clinical competencies must be successfully completed to receive a passing grade for this course.*

Prerequisite: None

PN121C Nursing Fundamentals II

85 Contact Hours (55 Lecture Hours and 30 Lab Hours)

The Nursing Fundamentals II course provides a continuation of instruction on basic to intermediate nursing skills and Maslow's Hierarchy of Needs. Essential concepts include oxygenation, elimination, sleep/rest needs, pain management, infection control, nutrition/diet therapy, and wound care. Nursing skills are practiced and validated in the nursing skills laboratory and applied in the clinical settings during Clinical II. Emphasis is placed on Watson's human caring theory of nursing as the basis for problem-solving, respectfully assisting with human needs, and the importance of human caring relationships for health and healing. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn evidence-based rationale for clinical decisions and culturally competent care.

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I

PN122C Pharmacology

60 Contact Hours (50 Lecture Hours and 10 Lab Hours)

This course provides an introduction to major drug classification systems and medication effects on the human organism. Principles of pharmacology provides a foundation for the general actions, therapeutic uses, side effects, and nursing implications common to each drug classification system. The National League for Nursing's (NLN) core competencies are used as the foundation for students to learn safety in administration of medications and to provide culturally competent nursing care and health teaching. Emphasis is placed on a comprehensive review of mathematical functions as they relate to dosage calculations. Students will be required to successfully pass a Dosage Calculations exam. This course includes principles of medication administration and requires students to demonstrate competency in medication administration skills in the laboratory setting.

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I

PN123C Growth and Development Across the Lifespan

30 Contact Hours (30 Lecture Hours and 0 Lab Hours)

This course provides an overview of the biological, social, and psychosocial processes that contribute to human growth and development across the lifespan. Theories of development, learning, and personality provide the basis of nursing care for clients at all stages of life. Essential concepts include sociology, culture, status, role, and identity. Emphasis is on the physical and psychosocial care of individuals over the life span. The role of the nurse in preventative and restorative care throughout the life span is highlighted.

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I

EXHIBIT C: Curriculum Plan Fact Sheet

PN125C Nursing Clinical II

220 Contact Hours (220 Clinical Hours)

Nursing Clinical II is a continuation of Nursing Clinical I with the focus on students providing safe, quality care for adults in healthcare settings. Students apply knowledge and basic to intermediate skills practiced in the laboratory sessions to provide care for assigned clients. Students develop an exemplar to demonstrate application of Maslow's Hierarchy of Needs to assist clients in meeting their basic healthcare needs. Clinical experiences focus on the nursing process to contribute to the client's plan of care, data collection/ focused assessment, documentation oxygenation, elimination, sleep/rest needs, pain management, infection control,-nutrition/diet therapy, wound care and medication administration. Watson's human caring theory of nursing provides the basis for holistic, individualized, and compassionate care. The National League for Nursing's (NLN) core competencies are used for students to continue learning clinical problem-solving strategies with an emphasis on health teaching. ***Clinical competencies must be successfully completed to receive a passing grade for this course.***

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I

PN131L Mental Health Nursing

45 Contact Hours (45 Lecture Hours and 0 Lab Hours)

This course is designed to build a foundation for care of the client with mental health needs throughout the life span. This course focuses on current theories, treatment modalities, pharmacology, and use of the nursing process to facilitate therapeutic communication. Essential concepts include ethical and legal considerations that affect individuals with emotional and behavioral needs. Emphasis on Watson's human caring theory of nursing serves as the basis for students to cultivate sensitivity to meet the needs of clients with a variety of mental health disorders. The core competencies of the National League for Nursing (NLN) provide a framework for students to promote human dignity and personal growth of clients with psychological and psychosocial disorders.

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II

PN132C Maternal-Child and Pediatric Nursing

70 Contact Hours (65 Lecture Hours and 5 Lab Hours)

This course covers the physical and emotional aspects of pregnancy, labor, delivery and postpartum care. The course includes care of the pediatric client with various childhood illnesses. Emphasis is placed on health promotion and the LPN's role in health education for the mother with newborn infant and pediatric population. Watson's human caring theory provides a framework for students to gain an understanding of the teaching-learning process within a healing/wellness coaching model. Health problems that complicate pregnancy are discussed including those related to the mother and the infant. Childhood illnesses that affect children and adolescents are discussed and the impact on individuals, families and society. Pharmacology pertaining to maternal-child health is also discussed. The nursing process is applied to provide safe, quality, individualized client care based on the core competencies of the National League for Nursing (NLN).

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II

EXHIBIT C: Curriculum Plan Fact Sheet

PN133C Nursing Across the Lifespan I

90 Contact Hours (80 Lecture Hours and 10 Lab Hours)

This course is designed to provide the student with a broad base of knowledge of selected diseases and disorders which affect individuals as they move along the wellness/ illness continuum. Emphasis will be placed on using the nursing process to meet the unique needs of each client, family, and/or support system during disruptions of health with the goal of returning the individual to an optimal level of wellness or to support them in managing illnesses. The concept of cultural competence is presented with its application in creating a healing environment to provide nursing care in congruence with the culture, religion, and spiritual beliefs of adults with medical- surgical illness based on Watson's human caring theory. Course content includes the basic pathophysiology within selected biological system disorders. The core competencies of the National League for Nursing (NLN), are emphasized with a focus on evidence-based practice and the assessment of medication effectiveness for the restoration and maintenance of health.

Prerequisites: *PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II*

PN134C Nursing Clinical III

200 Contact Hours (200 Clinical Hours)

This Clinical Experience integrates elements of Medical Surgical Nursing, Mental Health Nursing, and Maternal-Child and Pediatric Nursing. Clinical rotations provide students the opportunity to deliver direct client care, as well as observation experiences in a variety of healthcare settings that include sub-acute, mental health, pediatric, and maternal newborn. Clinical experiences focus on the nursing process to contribute to the client's plan of care, data collection/ focused assessment, documentation, wound care, medication administration, and discharge teaching for the client and family. Watson's human caring theory of nursing serves as a foundation to provide individualized, culturally competent nursing care and health teaching in congruence with the client's values, culture, religion, and health beliefs. The National League for Nursing's (NLN) core competencies are used for students to continue to develop clinical judgment skills with an emphasis on quality improvement. ***Clinical competencies must be successfully completed to receive a passing grade for this course.***

Prerequisites: *PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II*

PN241C Nursing Across the Lifespan II

130 Contact Hours (120 Lecture Hours and 10 Lab Hours)

This course is a continuation of Nursing Across the Lifespan I and provides students the opportunity to gain an advanced level of understanding related to evidence-based nursing care to improve client outcomes. Course content focuses on the nursing care delivery for adult clients living with medical-surgical illnesses. Multi-system disorders are integrated throughout this course to provide students with a comprehensive understanding of alterations in health. Cultural and ethnic implications and variations provide students with a holistic perspective of authentic listening and presence based on Watson's human caring theory. Course content includes the basic pathophysiology within selected biological system disorders. The needs of clients with a variety of health alterations provides students with the knowledge to deliver safe, quality nursing care based on the core competencies of the National League for Nursing (NLN).

EXHIBIT C: Curriculum Plan Fact Sheet

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II, PN131L Mental Health Nursing, PN132C Maternal-Child and Pediatric Nursing, PN133C Nursing Across the Lifespan I, PN134C Nursing Clinical III

PN242C Professional Development

45 Contact Hours (45 Lecture Hours and 0 Lab Hours)

This course is designed to prepare the student for the role transition to Licensed Practical Nurse. Topics in professionalism include the responsibility of licensure, the importance of continuing education, concepts of management and supervision of client care, conflict resolution, communication through informatics, and the involvement in nursing organizations. State Board of Nursing regulations and Practical Nursing Standards of Practice will also be discussed. Disaster Preparedness Nursing and the Licensed Practical Nurse's role along with Bioterrorism issues will be included. Watson's theory of nursing guides the student in self-care and to understand the responsibility of nurses to advocate for and practice ethical human caring of clients. Emphasis is placed on the National League for Nursing's (NLN) core competencies related to development of professional identity and the application of quality improvement, nursing standards, and practice guidelines as a basis for clinical judgment. Learning activities to promote preparation of NCLEX testing are integrated throughout the course.

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II, PN131L Mental Health Nursing, PN132C Maternal-Child and Pediatric Nursing, PN133C Nursing Across the Lifespan I, PN134C Nursing Clinical III

PN243C Nursing Clinical IV

220 Contact Hours (220 Clinical Hours)

This Clinical Experience is a culmination of previous clinical courses with a focus on holistic, individualized care of the client. Clinical rotations provide students the opportunity to care for clients of all ages in various healthcare settings. Clinical experiences focus on the nursing process to evaluate the client's response to the plan of care, data collection/ focused assessment, documentation, medication administration, and health teaching for the client and family. The focus is on the individual as a client within the context of the family and community and the importance of health promotion using Watson's human caring theory of nursing. Students develop an exemplar to demonstrate application of Watson's caring theory to client care delivery. The National League for Nursing's (NLN) core competencies are used for students to continue to develop competency in prioritization and clinical judgment, communication, providing client education, and facilitating continuity of care following discharge. Intravenous (IV) therapy education sessions include a review of IV therapy concepts covered throughout the curriculum, roles and responsibilities of the practical nurse in monitoring and maintenance of IV therapy, as well as skills validation for care of clients receiving IV therapy. A leadership experience is incorporated into this clinical course to prepare graduates for the charge nurse role for LPNs. *Clinical competencies must be successfully completed to receive a passing grade for this course.*

Prerequisites: PN111C Human Anatomy & Physiology, PN112C Nursing Fundamentals I, PN113C Professional Awareness, PN114C Nursing Clinical I, PN121C Nursing Fundamentals II, PN122C Pharmacology, PN123C Growth and Development Across the Lifespan, PN125C Nursing Clinical II, PN131L Mental Health Nursing, PN132C Maternal-Child and Pediatric Nursing, PN133C Nursing Across the Lifespan I, PN134C Nursing Clinical III

Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours

PN111C Human Anatomy and Physiology					
120 Contact Hours (120 Lecture Hours and 0 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
Medical terminology	5		Foundational topics; medical terminology, abbreviations, math/time	10.5	
General organization of the body Basic chemistry Cell structure and functions Tissue and membranes	5		Introduction to the body and levels of organization; Chemistry of life; Cell structure and function; Tissues; Clinical application of chemistry	10.5	
Basic anatomy and physiology including components and functions of:					
Integumentary system	10.0		Organ systems and homeostasis; mechanisms of disease; inflammation; skin and membranes, disorders of the skin	9.0	
Skeletal system Muscular system	10.0		Skeletal system and disorders, Muscular system and disorders	9.0	
Nervous system Sensory system	10.0		Nervous system, central and peripheral nervous system disorders; Senses, vision, hearing and equilibrium	9.0	
Endocrine system	10.0		Endocrine system, hormones of prostaglandins, pituitary gland, hypothalamus, thyroid gland, adrenal glands, pancreas, female/male sex glands	9.0	
Blood Lymphatic system and body defenses	10.0		Blood and mechanism of blood disease, plasma, red and white blood cells, platelets; Lymphatic system and immunity, inflammatory response	9.0	
Heart Blood vessels	10.0		Heart and cardiac disorders, valves and heart sounds, electrical activity, cardiac output; Circulation of blood, shock	9.0	
Respiratory system	10.0		Respiratory system, upper and lower respiratory tract disorders, breathing and gas exchange; Acid-Base balance	9.0	
Digestive system Nutrition and metabolism	10.0		Digestive system and disorders; Nutrition, carbohydrates/proteins/lipids, metabolism of macro- and micro-nutrients, eating disorders	9.0	
Urinary system Body Fluid, Electrolytes, Homeostasis	10.0		Urinary system, renal and urinary disorders; Fluid and Electrolyte balance, homeostasis	9.0	
Reproductive system	10.0		Reproductive system and male/female disorders, menstrual cycle; Growth, development, and aging	9.0	
Genetics	10.0		Genetics and genetic/chromosomal diseases, prevention and treatment of genetic diseases	9.0	
Total for Lecture	A&P I = 70 A&P II = 50		Total for Lecture	120	
Total for Lab		0	Total for Lab		0
TOTAL	120		TOTAL	120	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN112C Nursing Fundamentals I					
105 Contact Hours (65 Lecture Hours and 40 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
Concepts of health, illness, and health promotion; Patient teaching for health promotion; Complementary and alternative therapies	5.0		Concepts of health, illness, and health promotion; Maslow's Hierarchy of Needs; Homeostasis; Holistic, patient-centered care; Client teaching; Discharge planning; Complementary and alternative therapies	5.0	
Critical thinking, clinical judgment, and the uses of critical thinking when applying test-taking strategies	3.0		Critical thinking and clinical judgment	3.0	
Nursing process	8.0		Nursing Process	8.0	
Communication and the nurse-patient relationship	4.0		Communication and the nurse-patient relationship	3.0	
Infection Control • Skills Lab	8.0	4.0	Infection Prevention • Skills Lab	6.0	4.0
Ergonomics, lifting, moving, and positioning patients; The patient environment and safety measures • Skills Lab	8.0	8.0	Mobility and Environmental Safety • Skills Lab	6.0	8.0
Hygiene, personal care, and prevention of pressure ulcers • Skills Lab	8.0	8.0	Client hygiene and prevention of pressure ulcers • Skills Lab	6.0	8.0
Measuring vital signs /assessment of health status • Skills Lab	8.0	20.0	Assessment of Health - Data Collection and Focused Health Assessment; Vital signs • Skills Lab	8.0	20.0
Concepts of basic nutrition and cultural considerations	8.0		Basic Nutrition and Cultural Considerations	6.0	
Cultural and spiritual aspects of care	4.0		Cultural and spiritual aspects of care	3.0	
Pain, comfort and sleep	4.0		Pain, comfort and sleep	3.0	
Admitting, transferring, and discharging patients	4.0		Admitting, transferring, and discharging clients	3.0	
Documentation – *moved to Funds II	6.0		National Patient Safety Goals	1.0	
Death, dying, grief – *moved to Funds II	6.0		Nursing Process: Quality Improvement	1.0	
Legal and ethical aspects of nursing	2.0		Nursing Process: Legal and ethical aspects of nursing	1.0	
			Jean Watson's Theory of Human Caring	1.0	
Topics moved to new course: *PN113C Professional Awareness	30.0		Interdisciplinary Teamwork and Collaboration	1.0	
Total for Lecture	116		Total for Lecture	65	
Total for Lab		40	Total for Lab		40
TOTAL	156		TOTAL	105	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN113C Professional Awareness							
20 Contact Hours (20 Lecture Hours and 0 Lab Hours)							
Current Course Topics PN103A Nursing I Fundamentals		Current Hours Allocation		Proposed Course Topics		Proposed Hours Allocation	
Orientation to remote learning resources		5.0		Basic computer skills required in nursing education The adult learner in practical nursing education The teaching/learning environment and academic resources	4.0		
Critical thinking, clinical judgment, and the use of critical thinking for test-taking strategies		5.0		Critical thinking, clinical judgment, and the use of critical thinking for test-taking strategies	2.0		
Ethical aspects of nursing		5.0		Ethics applied to nursing	3.0		
Legal aspects of nursing		5.0		Legal aspects of nursing Scope of nursing practice, standards of care, and the role of the practical nurse	3.0		
				Effective communication: health care team, patients, faculty, and peers	1.0		
Nursing and the healthcare system		5.0		Nursing and the health care team Health care trends	2.0		
Evolution of Nursing		5.0		Evolution of practical nursing	2.0		
				Evolution of the nursing process	1.0		
				Nursing theory and evidence-based practice	1.0		
				Jean Watson's Theory of Human Caring Maslow's Hierarchy of Needs NLN <i>Spirit of Inquiry</i>	1.0		
Total for Lecture		30		Total for Lecture		20	
Total for Lab			0	Total for Lab			0
TOTAL		30		TOTAL		20	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN121C Nursing Fundamentals II					
85 Contact Hours (55 Lecture Hours and 30 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
Tube feedings • <i>Skills Lab</i>	4.0	5.0	Nutritional therapy and assisted feeding • <i>Skills Lab</i>	4.0	4.0
Diagnostic tests and specimen collection • <i>Skills Lab</i>	4.0	5.0	Diagnostic tests and specimen collection • <i>Skills Lab</i>	4.0	4.0
			Principles of fluid and electrolyte balance • <i>Skills Lab</i>	4.0	3.0
			Principles of acid-base balance	4.0	
Wound care and dressings • <i>Skills Lab</i>	2.0	4.0	Providing wound care and treating pressure ulcers • <i>Skills Lab</i>	4.0	4.0
Respiration and oxygen delivery; chest tubes • <i>Skills Lab</i>	4.0	5.0	Respiration and oxygen therapy; chest tubes • <i>Skills Lab</i>	6.0	5.0
Promoting musculoskeletal function	4.0		The nurse's role in promoting musculoskeletal function	4.0	
Male and female catheterization • <i>Skills Lab</i>	2.0	4.0	The nurse's role in promoting urinary elimination • <i>Skills Lab</i>	4.0	4.0
Enema administration and ostomy care • <i>Skills Lab</i>	2.0	4.0	The nurse's role in promoting bowel elimination • <i>Skills Lab</i>	4.0	4.0
Documentation (*moved from Funds I)	(6.0)		Documentation techniques	6.0	
Patient teaching for health promotion	2.0		Patient teaching for health promotion	2.0	
			Caring for the elderly National Patient Safety Goals: Nursing Care Centers National Patient Safety Goals: Home Care	2.0	
Death, dying and grief (*moved from Funds I and Mental Health Nursing) • <i>Skills Lab</i>	(6.0) (1.0)	3.0	Death and dying, loss and grief, end of life care • <i>Skills Lab</i>	6.0	2.0
Care of the surgical patient (*moved to Lifespan I)	6.0		Jean Watson's Theory of Human Caring Maslow's Hierarchy of Needs	1.0	
Total for Lecture	30		Total for Lecture	55	
Total for Lab		30	Total for Lab		30
TOTAL	60		TOTAL	85	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN122C Pharmacology					
60 Contact Hours (50 Lecture Hours and 10 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
Review of basic mathematics; Dosage calculation; Principles of safe medication administration • Skills Lab	5.0	1.0	Medication safety; Basic mathematics review; Principles of medication administration; Dosage calculation; Genetics; Polypharmacy; Pharmacology: drug classifications, actions, uses, side effects, and nursing implications • Skills Lab	8.0	1.0
Drug classifications: central and autonomic nervous system, sensory system; tranquilizers, antidepressants, antipsychotics, sleep medications • Skills Lab	2.0	1.0	Medications affecting the nervous system Meds used to treat eye and ear disorders • Skills Lab	4.0	1.0
Drug classifications: respiratory system; antihistamines • Skills Lab	3.0	1.0	Medications affecting the respiratory system • Skills Lab	5.0	1.0
Drug classifications: circulatory, hematologic, cardiac, urinary (diuretics) • Skills Lab	3.0	1.0	Medications affecting the cardiovascular/hematologic and urinary systems • Skills Lab	5.0	1.0
Drug classifications: digestive system • Skills Lab	3.0	1.0	Medications affecting the digestive system • Skills Lab	4.0	1.0
Drug classifications: analgesics	2.0		Medications for pain management and inflammation	2.0	
Drug classifications: endocrine glands and hormones • Skills Lab	3.0	2.0	Medications affecting the endocrine system • Skills Lab	5.0	2.0
Drug classifications: reproductive system	3.0		Medications affecting the reproductive system	3.0	
Drug classifications: antineoplastic drugs • Skills Lab	3.0	1.0	Medications to treat cancer • Skills Lab	3.0	1.0
Drug classifications: autonomic system • Skills Lab	2.0	1.0	Medications affecting the musculoskeletal system • Skills Lab	3.0	1.0
Drug classifications: immunosuppressives, anti-infectives • Skills Lab	3.0	1.0	Medications affecting the immune system Medications for infection • Skills Lab	5.0	1.0
Drug classifications: nutritional supplements	3.0		Culturally competent care; Malnutrition; Herbal therapies; Dietary supplements	2.0	
			Jean Watson's Theory of Human Caring Maslow's Hierarchy of Needs	1.0	
Total for Lecture	35	10	Total for Lecture	50	10
Total for Lab			Total for Lab		
TOTAL	45		TOTAL	60	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN123C Growth and Development Across the Lifespan					
30 Contact Hours (30 Lecture Hours and 0 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
			Health lifestyles; Healthy People 2020; WHO and CDC; social determinants of health; stress-reduction techniques	1.0	
			Communication; Nonverbal and communication styles; barriers to communication; multicultural communication	1.0	
Cultural and ethical issues across the lifespan	3.0		Culture, race, and ethnicity; beliefs, values, customs, and religious doctrines; transcultural nursing; spirituality and religion	2.0	
Family systems theory; family life cycle	3.0		Family systems theory; family functions and life stages; violence prevention	2.0	
Theories of development: Erikson, Piaget, Maslow, Kohlberg	3.0		Theories of growth and development: Freud, Erickson, Piaget, Maslow, Kohlberg, Watson	2.0	
Infancy: develop tasks, role of play, nutrition, safety, injury prevention, health promotion	3.0		Prenatal Period to 1 year: develop tasks, role of play, nutrition, safety, injury prevention	3.0	
Early childhood: develop tasks, role of play, nutrition, safety, injury prevention, health promotion	3.0		Toddlerhood and Preschool: develop tasks, role of play, nutrition, safety, injury prevention	3.0	
Middle childhood: develop tasks, role of play, nutrition, safety, injury prevention, health promotion	3.0		School age: develop tasks, role of play, nutrition, safety, injury prevention	3.0	
Adolescence: social and emotional develop, peer relations, sexual maturity, safety, nutrition, injury prevention, health promotion	3.0		Puberty and Adolescence: social and emotional develop, peer relations, sexual maturity, safety and injury prevention	3.0	
Young adulthood: parenting, safety, nutrition, injury prevention, health promotion	3.0		Early Adulthood: health promotion and maintenance, psychosocial develop, parenting	3.0	
Middle Adulthood: parenting, safety, nutrition, injury prevention, health promotion	3.0		Middle adulthood: health promotion and maintenance, psychosocial develop, parenting, <i>Sandwich</i> generation	3.0	
Late Adulthood: physical and psychosocial issues unique to late adulthood and aging, safety, nutrition, injury prevention, health promotion; End of life care	3.0		Late Adulthood into the Geriatric period: physical changes of aging, health promotion and maintenance, psychosocial issues Death and Dying: types of losses, cultural and religious differences, signs of approaching death, legal and ethical end-of-life issues	3.0	
			Jean Watson's Theory of Human Caring Maslow's Hierarchy of Needs <i>NLN Human Flourishing</i>	1.0	
Total for Lecture	30		Total for Lecture	30	
Total for Lab		0	Total for Lab		0
TOTAL	30		TOTAL	30	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

<u>PN131L Mental Health Nursing</u>					
45 Contact Hours (45 Lecture Hours and 0 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
The history of mental health care; Current mental health care system; Ethical and legal issues in mental health care; Sociocultural issues in mental health care	3.0		The history of mental health care; Current mental health care system; Ethical and legal issues in mental health care; Sociocultural issues in mental health care	3.0	
Theories and therapies in mental health care; Complementary and alternative medical therapies (CAM) in mental health care, Skills and principles of mental health care, Nursing process	4.0		Theories and therapies in mental health care; Complementary and alternative medical therapies (CAM) in mental health care, Principles and skills of mental health care, Mental health assessment skills and data collection for holistic assessment	4.0	
Psychotherapeutic drug therapy	3.0		Psychotherapeutic drug therapy	3.0	
Therapeutic communication; The therapeutic relationship; The therapeutic environment	3.0		Therapeutic communication; The therapeutic relationship; The therapeutic environment	3.0	
Problems across the lifespan: childhood	2.0		Problems of childhood in mental health care	2.0	
Problems across the lifespan: adolescence	2.0		Problems of adolescence in mental health care	2.0	
Problems across the lifespan: adulthood	2.0		Problems of adulthood in mental health care	2.0	
Problems across the lifespan: older adulthood	2.0		Problems of older adulthood in mental health care	2.0	
Cognitive impairment, Alzheimer's disease and dementia	2.0		Cognitive impairment, Alzheimer's disease, and dementia	2.0	
Anxiety; Psychiatric illness and related hospitalization; Dissociative disorders	2.0		Managing anxiety; Illness and hospitalization in mental health care; Dissociative disorders	2.0	
Depression; mood disorders	2.0		Depression and other mood disorders; Bipolar disorders	2.0	
Emotions	2.0		Physical problems and psychological sources	2.0	
Eating and sleeping disorders	2.0		Eating and sleeping disorders	2.0	
Anger; outward-focused emotions: violence; Inward-focused emotions: suicide	2.0		Anger and aggression; outward-focused emotions: violence; Inward-focused emotions: suicide	2.0	
Substance-related disorders	2.0		Substance-related disorders	2.0	
Personality disorders	2.0		Personality disorders	2.0	
Schizophrenia and other psychoses	2.0		Schizophrenia and other psychoses	2.0	
Chronic mental health disorders; Physical illness and hospitalization of mentally impaired client	3.0		Chronic mental health disorders; access to healthcare	3.0	
Challenges for the future	2.0		Challenges for the future	2.0	
Loss and grief (*moved to Funds II)	1.0		Jean Watson's Theory of Human Caring Maslow's Hierarchy of Needs	1.0	
Total for Lecture	45		Total for Lecture	45	
Total for Lab		0	Total for Lab		0
TOTAL	45		TOTAL	45	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN132C Maternal-Child and Pediatric Nursing				
70 Contact Hours (65 Lecture Hours and 5 Lab Hours)				
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation
History of maternal-newborn nursing; male and female reproductive systems; fetal develop; nurse's role in women's health care	5.0		Overview of maternity and pediatric nursing; The nurse's role in women's health care; <i>Healthy People 2030</i>	2.0
Nursing care of women during pregnancy	4.0		Nursing care of families in prenatal period, adaptation to pregnancy	4.0
Nursing care of pregnant women with complications	4.0		Nursing care of women with complications during pregnancy	4.0
Nursing care during labor and birth	5.0		Nursing care of mother/infant during labor & birth: intra-partum	2.0
Pain management during labor and birth	5.0		Nursing management of pain during labor and birth	2.0
Nursing care during labor complications	5.0		Nursing care of women with complications during labor & birth	2.0
Nursing care of the family after birth; • Skills Lab	4.0		The family after birth: post-partum period; Post-partum mood disorders • Skills Lab	4.0
Postpartum complications	4.0	1.5		1.5
The term, preterm and post-term newborn • Skills Lab	4.0		Nursing care of women with complications after birth	4.0
Newborn with perinatal injury or congenital malformation	5.0		Nursing care of the newborn, preterm and post-term • Skills Lab	4.0
Healthcare adaptations of pediatric clients and their family (*moved from Lifespan II)	(3.0)		Nursing care of the newborn with perinatal injury or congenital malformation	5.0
Nursing care of the medical-surgical pediatric client: sensory, neurological, and musculoskeletal (*moved from Lifespan II)	(4.0)		The pediatric client, hospitalization experience, and health care adaptation for the child and family • Skills Lab	2.0
Nursing care of the medical-surgical pediatric client: cardiac, hemopoetic and cancer (*moved from Lifespan II)	(4.0)		Nursing care of the child with sensory, neurological, or musculoskeletal condition	5.0
Nursing care of the medical-surgical pediatric client: respiratory (*moved from Lifespan II)	(4.0)		Nursing care of the child with cardiovascular, blood, blood-forming organs, or lymphatic system disorders	5.0
Nursing care of the medical-surgical pediatric client: gastrointestinal, genitourinary, skin, metabolic (*moved from Lifespan II)	(4.0)		Nursing care of the child with respiratory system disorders	5.0
Nursing care of the medical-surgical pediatric client: communicable/ infectious diseases (*moved from Lifespan II)	(4.0)		Nursing care of the child with gastrointestinal, genitourinary, skin, or metabolic condition	5.0
			Nursing care of the child with communicable diseases, bioterrorism, natural disasters, and HIV/AIDS	5.0
			Nursing care of the child: emotional or behavioral condition	3.0
			Complementary and Alternative Medicine (CAM) therapies in maternity and pediatric nursing	1.0
			Watson's Theory of Human Caring; Maslow's Hierarchy of Needs	1.0
Total for Lecture	45		Total for Lecture	65
Total for Lab		3	Total for Lab	5
TOTAL	48		TOTAL	70

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN133C Nursing Across the Lifespan I				
90 Contact Hours (80 Lecture Hours and 10 Lab Hours)				
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation
			Understanding health care issues; Critical thinking skills; Evidence-based practice; Nursing process; Quality improvement (QI) and outcomes measurement; Health literacy and <i>Healthy People 2020</i> ; Bioethical issues and ethical decision making; Legal- mandatory reporting, human trafficking; Cultural and spirituality influences on nursing for individualized, holistic care	1.0
Fluid & electrolytes; Shock and Trauma (*moved to Lifespan II) • Skills Lab	4.0 6.0	1.0	Fluid & electrolytes, acid-base balance, IV therapy • Skills Lab	3.0 1.0
Care of the surgical patient (*moved from Funds II)	(6.0)		Nursing care of clients having surgery; Gerontological issues- stress in the older adult; Post-op pain management; QI measures for surgical client	5.0
Cardiovascular system	9.0		Nursing care of clients with cardiovascular disorders; Gerontological issues- managing antihypertensive therapy; Client education on health promotion & lifestyle changes; QI for smoking cessation education	6.0
Cardiovascular system (continued) • Skills Lab	8.0	1.0	Nursing care of clients with occlusive cardiovascular disorders & cardiac arrhythmias; Acute coronary syndrome; Client education and cardiac rehab • Skills Lab	6.0 1.0
Cardiovascular system (continued)	8.0		Nursing care of clients with heart failure; health teaching for health promotion & maintenance	6.0
Upper gastrointestinal system Lower gastrointestinal system (*moved from Lifespan II) • Skills Lab	6.0 (6.0)	2.0	Nursing care of clients with upper/lower gastrointestinal (GI), hepatic, pancreas, and gallbladder disorders; GERD, Ulcers • Skills Lab	12.0 2.0
Renal system (*moved from Lifespan II) • Skills Lab	(6.0)	3.0	Nursing care of clients with genitourinary and renal disease; Gerontological issues- age-related renal changes; Hemodialysis & peritoneal dialysis • Skills Lab	6.0 3.0
Respiratory system • Skills Lab	14.0	3.0	Nursing care of clients with respiratory system disorders; Client education for breathing exercises and incentive spirometry; Chest tube systems; Mechanical ventilators • Skills Lab	12.0 3.0
Endocrine system	16.0		Nursing care of clients with endocrine disorders; Diabetes self-management education	16.0
Male and female reproduction system (*moved from Lifespan II)	(10.0)		Nursing care of clients with reproductive system disorders-male & female disorders; Breast cancer; Surgery; Health teaching	6.0
			Jean Watson's Theory of Human Caring; Maslow's Hierarchy of Needs	1.0
Total for Lecture	81		Total for Lecture	80
Total for Lab		10	Total for Lab	10
TOTAL	91		TOTAL	90

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN241C Nursing Across the Lifespan II					
130 Contact Hours (120 Lecture Hours and 10 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
Lower gastrointestinal system Renal system Male and female reproduction system (*moved to Lifespan I)	6.0 6.0 10.0		Nursing care of clients in pain; Opioid addiction; Patient-controlled analgesia (PCA); Nonpharmacological therapies; Patient-centered approach to client education; Cultural and spirituality influences on pain experiences	2.0	
Infectious disease • Skills Lab	9.0	5.0	Nursing care of clients with infections; Community infections; Antibiotic-resistant infections; Clostridium difficile; Sepsis • Skills Lab	9.0	4.0
Immune system	8.0		Nursing care of clients with immune system disorders; Aging and the immune system; Allergies/ allergen immunotherapy for desensitization; Health education for food allergies	9.0	
Immune system (continued)	8.0		Nursing care of clients with HIV disease and AIDS; Opportunistic infections; Client education- prevention of transmission; Nutrition deficiency in client with HIV/AIDS	9.0	
Cancer; Hemopoetic and lymphatic systems	9.0		Nursing care of clients with cancer and hematologic disorders; risk factors and cultural considerations; Chemotherapy; Survivorship; Sickle cell anemia; hemophilia; leukemia; myeloma; lymphomas	12.0	
Musculoskeletal system	12.0		Nursing care of clients with musculoskeletal/connective tissue; Total hip replacement client education; bone cancer, amputation	12.0	
Neurological system • Skills Lab	26.0	2.0	Nursing care of clients with central/ peripheral nervous system disorders; Cranial nerves; Aging and the nervous system; Increased ICP; Seizures; Brain tumors; Surgery for herniated disk • Skills Lab	26.0	2.0
Neurological system (continued) • Simulation- Stroke	10.0	1.0	Nursing care of clients with cerebrovascular disorder • Simulation- Care of a Client with Stroke	10.0	1.0
Sensory system (eye, ear, nose and throat) • Skills Lab	8.0	1.0	Nursing care of clients with sensory system disorders; Vision and Hearing • Skills Lab	8.0	1.0
Integumentary system; Burns	8.0		Nursing care of clients with skin disorders; malignant skin lesions; QI for pressure ulcers; Wound Vac; Burns; Skin grafting	10.0	
Trauma (*moved from Lifespan I) • Simulation- Trauma	(3.0)	1.0	Emergency care, trauma, bioterrorism • Simulation- Care of a Client with Trauma	6.0	1.0
Shock (*moved from Lifespan I) • Simulation- Shock	(3.0)	1.0	Nursing care of clients in shock • Simulation- Care of a Client in Shock	6.0	1.0
Peds topics moved to course: *PN132C Maternal-Child Nursing	23.0		Jean Watson's Theory of Human Caring; Maslow's Hierarchy of Needs; NLN Nursing Judgment	1.0	
Total for Lecture	143		Total for Lecture	120	
Total for Lab		11	Total for Lab		10
TOTAL	154		TOTAL	130	

**Exhibit D: Abbreviated Courses Side-by-Side for Topics, Skills, Hours
Overview of current and proposed course topics, skills labs, and allocated hours**

PN242C Professional Development					
45 Contact Hours (45 Lecture Hours and 0 Lab Hours)					
Current Course Topics	Current Hours Allocation		Proposed Course Topics	Proposed Hours Allocation	
			Community Resources; Types of community resources; Social/ electronic media and social networking; Internet resources	2.0	
Ethical aspects of practical nursing	3.0		Ethics applied to nursing; Spirituality and terminally ill patients; Ethical responsibilities of nurses- ANA Code of Ethics, NAPNES/NFLPN Code for LPNs, Integration of ethical concepts into clinical practice	2.0	
Legal aspects of practical nursing	3.0		Legal aspects of nursing; Responsibility of State Boards of Nursing for protection of the public's health through nurses' safe, competent care; End-of-life issues	2.0	
			Assertiveness communication; Guidelines for moving toward assertiveness and problem-solving steps	2.0	
Evidence-based practice, quality improvement and multidisciplinary coordination of client care	3.0		The interdisciplinary health care team and the role of the practical nurse; Transfer to different levels of care; Discharge planning; Patient-centered/ relationship-centered care	2.0	
The leadership role and management responsibilities of the practical nurse in the workplace, including delegation, prioritizing and supervision of client care	3.0		Collaboration, leading, and managing; Organizational mission; Role of LPNs for QI and patient outcomes; Charge nurse role of LPNs; Reflections on personal leadership style	2.0	
The employment process for the licensed practical nurse	3.0		Workforce trends and employment for Licensed Practical Nurses; Job settings options; References, networking, interviews; NCSBN <i>Transition to Practice</i> model; Continuing education and life-long learning	2.0	
Nurse Practice Act, the State Board of Nursing and nursing licensure; The scope of practice as it applies to the role of the practical nurse	5.0		Licensure and regulation, Becoming licensed and understanding your State Nurse Practice Act; Variability of State's Nurse Practice Act applicable to LPN's; Overview of licensure application process	5.0	
The Practical Nurse's role in disaster nursing including bioterrorism issues	4.0		Disaster planning and emergency response; Clinical decision-making and critical thinking for emergency response plan; Use of nursing informatics to communicate client data to the healthcare team ; Nursing role in security plan	2.0	
			Civility Seminar; Aggressiveness and work-related issue; Sexual harassment; Lateral violence versus vertical violence hostility and bullying; Incivility and interpersonal issues; Self-awareness and reflections	3.0	
Preparation for National Council Licensure Examination (NCLEX-PN)	12.0		NCLEX Preparation: Assessment Technologies Institute (ATI) – Virtual ATI (VATI) NCLEX-PN resources; Overview of VATI program; Grading rubric for VATI assessments; Comprehensive Predictor and additional support resources	20.0	
			Jean Watson's Theory of Human Caring; Maslow's Hierarchy of Needs; NLN <i>Professional Identity</i>	1.0	
Total for Lecture	36		Total for Lecture	45	
Total for Lab		0	Total for Lab		0
TOTAL	36		TOTAL	45	

EXHIBIT E: Skills Labs and Allocation of Hours

Lincoln Technical Institute

Practical Nurse Program

Skills Labs

SKILLS LABS: PN112C Nursing Fundamentals I		
Skills Lab		Current Hours Allocated
Infection Control:	Handwashing Personal Protective Equipment (PPE)	4.0
Ergonomics:	Positioning and Lifting Transferring patient to bed and/or wheelchair	8.0
Assisting with Ambulation:	Assisting ambulation with cane, walker, and crutch walking	
Bedmaking:	Making an occupied bed Making an unoccupied bed	8.0
Personal Hygiene:	Denture care Bed bath and perineal care Placing and removing a bedpan	
Range of Motion:	Active and passive range of motion exercises	
Vital Signs:	Obtaining vital signs: HR, BP, respiration, and temperature Location of pulses Apical pulse	20.0
Health Assessment:	Data collection Focused nursing assessment for review of body systems Basic needs assessment	
TOTAL		40.0

EXHIBIT E: Skills Labs and Allocation of Hours

SKILLS LABS: PN121C Nursing Fundamentals II		
Skills Lab		Current Hours Allocated
Enteral and Parenteral Feedings:	Gastrostomy tube feeding	4.0
Tube Feeding and Medication Administration:	Administration of medication via a gastrostomy tube	
Performing a Capillary Blood Test for Blood Glucose:	Finger stick for blood glucose level	4.0
Performing a Urine Dipstick Test:	Urine dipstick	
Urine Culture Specimen:	Obtaining a urine culture	
Intravenous (IV) Fluids:	IV Solutions	3.0
Wound Care and Dressing Changes:	Dressing changes; Wound care	4.0
Sterile Field:	Sterile gloving; Setting-up and maintaining a Sterile Field	
Respiratory Management:	Basic tracheostomy care Oral Pharyngeal suctioning Oxygen delivery devices Monitoring chest tube drainage functioning	5.0
Measurement Devices for Urine:	Measuring intake and output	4.0
Urinary catheter:	Foley catheter care	
Enemas:	Administering an enema: Tap Water enema	4.0
Bowel Ostomy:	Emptying a colostomy	
Post-mortem care:	Post-mortem care	2.0
TOTAL		30.0

EXHIBIT E: Skills Labs and Allocation of Hours

SKILLS LABS: PN122C Pharmacology		
Skills Lab		Current Hours Allocated
Medication Safety:	3 Safety Checks 7 Rights	1.0
Medication Administration:	<ol style="list-style-type: none"> 1. Oral meds (1 hr.) 2. Subcutaneous injections (1 hr.) 3. Optic meds (1 hr.) Otic meds 4. Intradermal injections (1 hr.) Meds given by nebulizer and MDI Inhalers Nasal Meds 5. Land marking for IM sites (1 hr.) Intramuscular injections by Z-Track 6. Meds given through Gastric Tubes (1 hr.) Rectal meds Fleets, Mineral Oil 	6.0
Administering Enemas:		
Diabetes and Insulins:	Insulin injection Mixing Insulins Insulin Pen	2.0
Emergency Medications:	Glucagon Epi Pen	1.0
TOTAL		10.0

EXHIBIT E: Skills Labs and Allocation of Hours

SKILLS LABS: PN132C Maternal-Child and Pediatric Nursing	
Skills Lab	Current Hours Allocated
<p><i>Focused Assessment/Data Collection – Mother After Birth:</i> Vital Signs BUBBLEHE – <u>b</u>reast, <u>u</u>terus, <u>b</u>ladder, <u>b</u>owel sounds, <u>l</u>ochia, <u>e</u>pisiotomy, <u>h</u>emorrhoids & <u>H</u>oman’s sign, <u>e</u>ducation & <u>e</u>dema</p> <p><i>Post-Partum:</i> Care of the Post-Partum Mother</p> <p><i>Client Teaching:</i> Perineal Care Breast Care Breast Feeding Nutrition Reportable Symptoms Care of the Infant</p>	1.5
<p><i>Focused Assessment/Data Collection - Neonate:</i> Vital Signs Measurements: weight, length, head/chest/abdominal circumference</p> <p><i>Newborn Nursery:</i> Care of the Newborn Holding Suctioning (bulb) Urine Specimen (Pedi bag)</p>	1.5
<p><i>Immunizations:</i> Immunizations Schedule Immunization Site Marking for Injection</p> <p><i>Focused Assessment/Data Collection - Pediatrics:</i></p> <ol style="list-style-type: none"> 1. Infants (2 days-1 year) 2. Toddlers (1-3 years) 3. Preschoolers (3-6 years) 4. School-Age Children (6-12 years) 5. Adolescents (12-20 years) <p><i>Simulation:</i> Care of a Pediatric Patient</p>	2.0
TOTAL	5.0

EXHIBIT E: Skills Labs and Allocation of Hours

SKILLS LABS: PN133C Nursing Across the Lifespan I		
Skills Lab		Current Hours Allocated
Blood Transfusion:	Blood transfusion monitoring Blood transfusion reactions	1.0
Cardiac Monitoring:	Basic 12-lead EKG	1.0
Specimen Collection:	Stool specimen collection Stool guaiac testing	2.0
Ostomy:	Colostomy care	
Urinary Catheterization:	Foley catheter insertion of male client Foley catheter insertion of female client	3.0
Airway Maintenance:	Tracheostomy care Endotracheal suctioning	3.0
TOTAL		10.0

SKILLS LABS: PN 241C Nursing Across the Lifespan II		
Skills Lab		Current Hours Allocated
Focused Assessment/Data Collection - Neuro:	Cranial Nerve Focused Assessment	2.0
Simulation:	Care of a Client with Stroke	1.0
Focused Assessment/Data Collection - Eye and Ear:	Vision Focused Assessment – Snellen Eye Chart Hearing Focused Assessment	1.0
Simulation:	Care of a Client with Trauma	1.0
Simulation:	Care of a Client in Shock	1.0
Intravenous (IV) Fluids:	IV Infusions IV Pumps IV Site Dressings	4.0
TOTAL		10.0

EXHIBIT F

**Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument**

Student Name: _____

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	
End-of-program Student Learning Outcome SLO 1: Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity (Watson, 2012)											
Course Student Learning Objective 1: Demonstrate caring behaviors in providing basic skills and nursing interventions for clients in long-term care.											
Clinical Competencies Score:											
A. Provides comfort measures. B. Recognizes basic learning needs of the patient. C. Provides individualized, holistic care for the patient and family.											
Course Student Learning Objective 2: Support the importance of planning activities for the patient with caring and compassion through listening, explaining, and showing respect.											
Clinical Competencies Score:											
D. Provides safe, quality patient-centered care with compassion, respect, and humility supporting Watson's Theory of Human Caring.											
SECTION Total -SLO 1 Objectives											
End-of-program Student Learning Outcome SLO 2: Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010)											
Course Student Learning Objective 3: Discuss cultural, religious, and spiritual aspects of care for clients from diverse cultures.											
Clinical Competencies Score:											
A. Recognizes cultural diversity of patient and family. B. Identifies teaching needs based on the patient's individual health condition.											

Lincoln Technical Institute
 Practical Nursing Program
 Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument

Enter Date - Continued Objectives and Clinical Competencies for SLO #2	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Course Student Learning Objective 4: Support the importance of planning activities for the patient which incorporates cultural and spiritual aspects of care.											
Clinical Competencies Score:											
C. Collaborates with the patient in planning care and activities according to patient's limitations. D. Considers the patients cultural, spiritual and other diversity needs when providing care and during interactions.											
SECTION Total -SLO 2 Objectives											
End-of-program Student Learning Outcome SLO 3: Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses (NALPN/NFLPN, 1979).											
Course Student Learning Objective 5: Recognize the ethical/ legal framework and standards of the LPN role.											
Clinical Competencies Score:											
A. Maintains HIPAA compliance for patient confidentiality. B. Completes a Patient Profile (SimChart) including the medical history, social and personal information by utilizing the patient's medical record.* C. Complies with OSHA regulations.											
SECTION Total -SLO 3 Objective											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021, 7/23/2021

*This item will be 25% of the Assignment Grade

**Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument**

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 4: Utilize effective verbal, non-verbal, written communication and technology when interacting with clients, supervisors, and members of the healthcare team.											
Course Student Learning Objective 6: Demonstrate effective and therapeutic communication skills when caring for clients.											
Clinical Competencies Score:											
A. Demonstrates a team approach with co-workers and the health care team. B. Communicates professionally in the health care setting. C. Keeps patient informed as care is progressing. D. Speaks in terms that are understandable to the patient.											
Course Student Learning Objective 7: Identify components of the electronic health record (EHR) to effectively communicate client health information.											
Clinical Competencies Score:											
A. Documents data collection according to facility's policy (e.g.-vital signs, BM's, A.M. Care, etc.) B. Completes the Client Data Collection Tool (SimChart) using appropriate medical terminology.* C. Discusses focused assessment findings with clinical instructor. D. Presents patient findings using basic medical terminology. E. Demonstrates basic understanding of medical diagnosis. F. Documentation of data collection is timely and accurate.											
SECTION Total -SLO 4 Objectives											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

Lincoln Technical Institute
 Practical Nursing Program
 Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 5: Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan.											
Course Student Learning Objective 8: Demonstrate a basic understanding of the nursing process by contributing to the plan of care in collaboration with the registered nurse.											
Clinical Competencies Score:											
A. Reports abnormal physical findings in a timely manner. B. Implements nursing interventions. C. Reports evaluation of interventions to the RN.											
Course Student Learning Objective 9: Employ concepts of clinical learning when applying the nursing process to patient care.											
Clinical Competencies Score:											
D. Demonstrates the principles of basic nursing care. E. Demonstrates prioritization and organization while providing nursing care. F. Completes a focused assessment with concept map.*											
SECTION Total -SLO 5 Objectives											
End-of-program Student Learning Outcome SLO 6: Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and adapt to changes in their health status. (Maslow, 1954)											
Course Student Learning Objective 10: Verbalize Maslow's Hierarchy of Needs that are relevant in meeting the healthcare needs for the geriatric client.											
Clinical Competencies Score:											
A. Identifies basic care needs within the framework of Maslow's Hierarchy of Needs.											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021, 7/23/2021

*This item will be 25% of the Assignment Grade

**Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument**

Enter Date - <i>Continued Objectives and Clinical Competencies for SLO #6</i>	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Course Student Learning Objective 11: Demonstrate safety in providing nursing care.											
Clinical Competencies Score:											
B. Uses safety measures in the delivery of care. C. Complies with the National Patient Safety Goals.											
SECTION Total -SLO 6 Objectives											
Course Student Learning Objective 12: Dedicate oneself toward advancing to a culture of professional excellence.											
Clinical Competencies Score: 0 or 3 Student Handbook Policies listed below											
A. Demonstrates professional behavior. B. Arrives to clinical, returns from meals on time and/or leaves when dismissed. C. Complies by dress code including ID.											
SECTION Total -Objective 12											
Student Enters Initials:											
Faculty Enters Initials:											

Professional Behavior - Student Handbook Policies

- *Code of Ethics & Professional Behavior
- *Code of Conduct
- *Clinical Site Policies
- *Appendix A - The Code for LPNs

Student Name: _____	Student Initials: _____
Faculty Name: _____	Faculty Initials: _____
Faculty Name: _____	Faculty Initials: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument**

1. Weekly Point Score Totals SECTION									
---	--	--	--	--	--	--	--	--	--

GRADING INSTRUCTIONS:

1. Objectives given weekly point scores -see Weekly Clinical Competency Grading Rubric Criteria
Enter weekly point score totals into this section.
2. Divide the weekly point score total by the number of objectives.
3. Enter number of Clinical Weeks attended.
4. Divide point score total by number of clinical weeks (average score based on weeks attended).
5. Multiply total score by 75% for final point score grade of clinical competencies.

2. Weekly point scores totals SECTION divided by 12 objectives	
3. Number of clinical weeks attended	
4. Divide point score total by number of clinical weeks attended	
5. Multiply by 0.75 Weight for clinical competencies grade	

Assignments:	Date	Grade (eg: 90% = 2.0)	Convert assignment grade to point score (*see Conversion Equivalency Table)
Client Data Collection Tool (SimChart)			<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Assignments: Assigned homework is due on the designated date. If the student is absent, the assignment is due on the next clinical day and will receive a 10 point deduction. If assignment is not submitted on the next clinical day, the student will receive a zero for the assignment. </div> <div style="border: 1px solid black; padding: 5px;"> Absent Clinical Day: date _____ Absent Clinical Day: date _____ Absent Clinical Day: date _____ </div>
Patient Profile (SimChart)			
Focused Assessment with Concept Map			
Enter sum of point scores for assignments			
Average Score - divide total point scores for assignments by 3.			
Multiply Average Score by 0.25 Weight for assignments grade			
Enter 0.75 Weight from above (clinical competencies grade)			
Add both point score grade Weights			
Convert final point score grade to numerical grade (*see Conversion Equivalency Table)			

I HAVE REVIEWED THE CLINICAL GRADE FOR TERM 1:

Student Signature: _____

Instructor Signature: _____

Date: _____

Lincoln Technical Institute
 Practical Nursing Program
 Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument

MIDTERM CONFERENCE	FINAL CONFERENCE
Instructor Comments:	Instructor Comments:
Student Comments:	Student Comments:

Instructor Signature: _____

Instructor Signature: _____

Student Signature: _____

Student Signature: _____

Date: _____

Date: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument**

Weekly Clinical Competency Grading Rubric and Criteria

Skill Level	Criteria
3	Proficient; can perform a skill independently Performs without supportive cues Accomplishes task within an expedited time period Actions are always safe Identifies interrelationship of data; Applies theoretical knowledge correctly Exhibits appropriate affect consistently
2	Performed the skills mostly independently with some supervision and assistance Additional/minimal practice required Displays acceptable nursing skills Actions are always safe Identifies scientific principles; may need guidance to identify applications Appropriate affect most of the time
1	Minimally skilled in majority of nursing skills Needs continuous cues to complete tasks Requires safety reminders; attempts activity but unable to complete Poor planning prior to performing tasks Inappropriate application of principles; Little interrelationship of data or correlation of care Articulates the plan of care with little content and rationale Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy consistently; Negates value of clinical experience
0	Unsafe; Non-productive; attempts activity but unable to complete Unable to identify principles or apply them No plan of care; No interrelationship of data or correlation of care Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy; Negates value of clinical experience

Scores of 0 or 1 requires student to have a counseling session with initiation of a PIP (Performance Improvement Plan) and notification to Director of Nursing

Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument

Conversion Equivalency Table

Conversion between point score and numerical grade

Point Score	Numerical Grade Equivalency
3.0	100%
2.9	99%
2.8	98%
2.7	97%
2.6	96%
2.5	95%
2.4	94%
2.3	93%
2.2	92%
2.1	91%
2.0	90%
1.9	87%
1.8	84%
1.7	81%
1.6	78%
1.5	75%
1.4	65%
1.3	60%
1.2	55%
1.1	50%
1.0	45%
0.0	0%

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

**Lincoln Technical Institute
Practical Nursing Program
Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument**

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

**Lincoln Technical Institute
Practical Nursing Program
Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument**

Student Name: _____

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 1: Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity (Watson, 2012)											
Course Student Learning Objective 1: Demonstrates caring behaviors and therapeutic communication skills when interacting with clients and families.											
Clinical Competencies Score:											
A. Provides assistance with human needs for the patient through caring, respect, and compassion. B. Respectfully recognizes patient and family diversity to provide individualized, holistic care. C. Demonstrates organization and time management when providing nursing care.											
SECTION Total -SLO 1 Objective											
End-of-program Student Learning Outcome SLO 2: Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010)											
Course Student Learning Objective 2: Demonstrate the principles of patient-centered care which includes end-of-life issues for the geriatric population and their families.											
Clinical Competencies Score:											
A. Recognizes end-of-life issues in clinical practice. B. Associates the effects of health alterations on the developmental tasks of the patient. C. Completes Palliative Care and Hospice assignment.*											

Lincoln Technical Institute
 Practical Nursing Program
 Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument

Enter Date - Continued Objectives and Clinical Competencies for SLO #2	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Course Student Learning Objective 3: Identifies nursing interventions for the client which incorporate cultural and spiritual aspects of care.											
Clinical Competencies Score:											
D. Identifies individualized nursing interventions that are relevant for the holistic care of the patient. E. Focuses on the patient's response when providing care. F. Identifies individualized nursing interventions that are within the cultural and spiritual norms for the patient.											
SECTION Total -SLO 2 Objectives											
End-of-program Student Learning Outcome SLO 3: Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses (NALPN/NFLPN, 1979).											
Course Student Learning Objective 4: Comply with safe standards of practice for medication administration.											
Clinical Competencies Score:											
A. Completes medication cards prior to medication administration. B. Verbalizes medication actions, therapeutic outcomes and adverse effects. C. Verifies physician's orders. D. Adheres to the "7 rights" and "3 safety checks" of medication administration. E. Demonstrates safe medication administration by various routes. F. Documents medication administration in a timely and accurate manner in accordance with the facility policy.											
SECTION Total -SLO 3 Objective											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021

*This item will be 25% of the Assignment Grade

Lincoln Technical Institute
 Practical Nursing Program
 Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 4: Utilize effective verbal, non-verbal, written communication and technology when interacting with clients, supervisors, and members of the healthcare team.											
Course Student Learning Objective 5: Report clinical findings to the interdisciplinary healthcare team.											
Clinical Competencies Score:											
<p>A. Communicates assessment findings using appropriate medical terminology.</p> <p>B. Effectively communicates data collection and assessment findings to the instructor and other members of the health care team.</p> <p>C. Communicates professionally to the patient, family and staff</p>											
Course Student Learning Objective 6: Use the electronic health record (EHR) to accurately document and communicate client health information.											
Clinical Competencies Score:											
<p>D. Adheres to patient confidentiality.</p> <p>E. Completes Nurses Notes accurately with proper medical terminology before the end of the shift.</p>											
SECTION Total -SLO 4 Objectives											

Lincoln Technical Institute
 Practical Nursing Program
 Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 5: Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan.											
Course Student Learning Objective 7: Demonstrate basic physical and psychosocial data collection / focused assessment skills.											
Clinical Competencies Score:											
A. Collects data relevant to the patient's health status by conducting a focused assessment with increasing proficiency. B. Completes Client Data Collection Tool and Focused Assessment with Concept Map*											
Course Student Learning Objective 8: Identify essential interventions for the plan of care to meet client's physiological and safety basic needs.											
Clinical Competencies Score:											
C. Discusses nursing interventions and plan of care with the RN to address abnormal assessment findings.											
Course Student Learning Objective 9: Verbalize appropriate rationale for nursing interventions in congruence with evidence-based practice, standards, and guidelines.											
Clinical Competencies Score:											
D. Identifies normal and abnormal findings. E. Uses medical diagnoses to explain abnormal findings. F. Uses appropriate resources to explain rationale for nursing interventions.											
SECTION Total -SLO 5 Objectives											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021

*This item will be 25% of the Assignment Grade

Lincoln Technical Institute
 Practical Nursing Program
 Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 6: Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and adapt to changes in their health status. (Maslow, 1954)											
Course Student Learning Objective 10: Recognizes the principles of a safe care environment and the National Patient Safety Goals for clients in the long-term care setting.											
Clinical Competencies Score:											
A. Reports unsafe condition within the environment in a timely manner. B. Complies with the National Patient Safety Goals. C. Prioritizes care based on Maslow's Hierarchy of Needs. D. Completes a case study exemplar for Maslow's Hierarchy of Needs.*											
SECTION Total -SLO 6 Objective											
Course Student Learning Objective 11: Dedicate oneself toward advancing to a culture of professional excellence.											
Clinical Competencies Score: 0 or 3 Student Handbook Policies listed below											
A. Demonstrates professional behavior. B. Arrives to clinical, returns from meals on time and/or leaves when dismissed. C. Complies by dress code including ID.											
SECTION Total -Objective 11											
Student Initials:											
Faculty Initials:											

Professional Behavior - Student Handbook Policies

- *Code of Ethics & Professional Behavior
- *Code of Conduct
- *Clinical Site Policies
- *Appendix A - The Code for LPNs

Student Name: _____ Student Initials: _____

Faculty Name: _____ Faculty Initials: _____

Faculty Name: _____ Faculty Initials: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument**

1. Weekly Point Score Totals SECTION										
---	--	--	--	--	--	--	--	--	--	--

GRADING INSTRUCTIONS:

2. Weekly point scores totals SECTION divided by 11 objectives		<p>1. Objectives given weekly point scores -see Weekly Clinical Competency Grading Rubric Criteria Enter weekly point score totals into this section.</p> <p>2. Divide the weekly point score total by the number of objectives.</p> <p>3. Enter number of Clinical Weeks attended.</p> <p>4. Divide point score total by number of clinical weeks (average score based on weeks attended).</p> <p>5. Multiply total score by 75% for final point score grade of clinical competencies.</p>
3. Number of clinical weeks attended		
4. Divide point score total by number of clinical weeks attended		
5. Multiply by 0.75 Weight for clinical competencies grade		

Assignments:	Date	Grade (eg: 90% = 2.0)	Convert assignment grade to point score (*see Conversion Equivalency Table)
Palliative Care and Hospice			<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Assignments: Assigned homework is due on the designated date. If the student is absent, the assignment is due on the next clinical day and will receive a 10 point deduction. If assignment is not submitted on the next clinical day, the student will receive a zero for the assignment. </div> <div style="border: 1px solid black; padding: 5px;"> Absent Clinical Day: date _____ Absent Clinical Day: date _____ Absent Clinical Day: date _____ </div>
Client Data Collection Tool, Focused Assessment, Concept Map			
Maslow Exemplar Case Study			
Enter sum of point scores for assignments			
Average Score - divide total point scores for assignments by 3.			
Multiply Average Score by 0.25 Weight for assignments grade			
Enter 0.75 Weight from above (clinical competencies grade)			
Add both point score grade Weights			
Convert final point score grade to numerical grade (*see Conversion Equivalency Table)			

I HAVE REVIEWED THE CLINICAL GRADE FOR TERM 2:

Student Signature: _____

Instructor Signature: _____

Date: _____

Lincoln Technical Institute
Practical Nursing Program
Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument

MIDTERM CONFERENCE	FINAL CONFERENCE
Instructor Comments: 	Instructor Comments:
Student Comments: 	Student Comments:

Instructor Signature: _____

Instructor Signature: _____

Student Signature: _____

Student Signature: _____

Date: _____

Date: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument**

Weekly Clinical Competency Grading Rubric and Criteria

Skill Level	Criteria
3	Proficient; can perform a skill independently Performs without supportive cues Accomplishes task within an expedited time period Actions are always safe Identifies interrelationship of data; Applies theoretical knowledge correctly Exhibits appropriate affect consistently
2	Performed the skills mostly independently with some supervision and assistance Additional/minimal practice required Displays acceptable nursing skills Actions are always safe Identifies scientific principles; may need guidance to identify applications Appropriate affect most of the time
1	Minimally skilled in majority of nursing skills Needs continuous cues to complete tasks Requires safety reminders; attempts activity but unable to complete Poor planning prior to performing tasks Inappropriate application of principles; Little interrelationship of data or correlation of care Articulates the plan of care with little content and rationale Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy consistently; Negates value of clinical experience
0	Unsafe; Non-productive; attempts activity but unable to complete Unable to identify principles or apply them No plan of care; No interrelationship of data or correlation of care Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy; Negates value of clinical experience

Scores of 0 or 1 requires student to have a counseling session with initiation of a PIP (Performance Improvement Plan) and notification to Director of Nursing

Lincoln Technical Institute
Practical Nursing Program
Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument

Conversion Equivalency Table

Conversion between point score and numerical grade

Point Score	Numerical Grade Equivalency
3.0	100%
2.9	99%
2.8	98%
2.7	97%
2.6	96%
2.5	95%
2.4	94%
2.3	93%
2.2	92%
2.1	91%
2.0	90%
1.9	87%
1.8	84%
1.7	81%
1.6	78%
1.5	75%
1.4	65%
1.3	60%
1.2	55%
1.1	50%
1.0	45%
0.0	0%

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021

***This item will be 25% of the Assignment Grade**

**Lincoln Technical Institute
Practical Nursing Program
Term 2: Nursing Clinical II Clinical Competencies Evaluation Instrument**

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 7/10/2020, 3/22/2021

***This item will be 25% of the Assignment Grade**

Lincoln Technical Institute
 Practical Nursing Program
 Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument

Student Name: _____

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 1: Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity (Watson, 2012)											
Course Student Learning Objective 1: Apply higher level skills and nursing interventions for clients in a variety of healthcare environments.											
Clinical Competencies Score:											
A. Demonstrates elements of caring behaviors while providing safe, quality nursing care for the sub-acute patient. B. Determines patient capabilities and checks physician's orders for restrictions before beginning care. C. Manages patient-centered care with focus on caring, respectful, compassionate behavior and creating a healing environment.											
SECTION Total -SLO 1 Objective											
End-of-program Student Learning Outcome SLO 2: Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010)											
Course Student Learning Objective 2: Provide holistic, individualized patient-centered care focusing on caring behaviors and client preferences.											
Clinical Competencies Score:											
A. Provides well organized, on-time care for sub-acute medical-surgical patient. B. Incorporates basic disease processes, medical treatments, and focused assessments into nursing care and documentation.											

Lincoln Technical Institute
 Practical Nursing Program
 Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument

Enter Date - <i>Continued Objectives and Clinical Competencies for SLO #2</i>	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
C. Completes Cultural Assessment for a medical or surgical patient.*											
Course Student Learning Objective 3: Define the quality improvement process.											
Clinical Competencies Score:											
D. Identifies quality improvement projects taking place on assigned unit. E. Discusses the role of the LPN in quality improvement of patient care.											
SECTION Total -SLO 2 Objectives											
End-of-program Student Learning Outcome SLO 3: Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses (NALPN/NFLPN, 1979).											
Course Student Learning Objective 4: Demonstrates understanding of the roles, responsibilities, and scope of practice of other members of the healthcare team.											
Clinical Competencies Score:											
A. Functions at a level equal to current level of PN education. B. Discusses healthcare needs and discharge planning with members of the interdisciplinary health care team. C. Completes Pediatric simulation with focused assessment and client teaching plan*											
Course Student Learning Objective 5: Demonstrates ethical/legal considerations and best practice guidelines within the scope of nursing for LPN.											
Clinical Competencies Score:											
D. Adheres to the facility's policies and procedures. E. Identifies potential ethical and/or legal issues affecting patient care.											
SECTION Total -SLO 3 Objectives											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 5/3/2020, 3/22/2021, 7/23/2021

*This item will be 25% of the Assignment Grade

Lincoln Technical Institute
 Practical Nursing Program
 Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 4: Utilize effective verbal, non-verbal, written communication and technology when interacting with clients, supervisors, and members of the healthcare team.											
Course Student Learning Objective 6: Identify barriers to effective therapeutic communication when interacting with clients and families.											
Clinical Competencies Score:											
A. Speaks in understandable terms to the patient. B. Practices active listening skills and reports observations and barriers in communication to the instructor. C. Keeps patient informed as care is provided. D. Documents care provided accurately and without prompting by instructor. E. Completes Process Recording for a patient with mental health disorder.*											
Course Student Learning Objective 7: Use the electronic health record (EHR) to document and communicate health teaching to meet the healthcare needs of the client.											
Clinical Competencies Score:											
F. Adheres to patient confidentiality. G. Documents results of data collection and patient's health status in a timely and accurate manner in accordance with the facility policy.											
SECTION Total -SLO 4 Objectives											

Lincoln Technical Institute
 Practical Nursing Program
 Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 5: Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan.											
Course Student Learning Objective 8: Identify the health education needs of the client in collaboration with the interdisciplinary healthcare team that will address the discharge plan of care.											
Clinical Competencies Score:											
A. Demonstrates effective health teaching for a medical or surgical patient to prepare for discharge. B. Completes Maternity/Newborn focused assessments with case study and client teaching plan* C. Completes Medical Surgical focused assessment and client teaching plan*											
Course Student Learning Objective 9: Collaborate by assisting members of the health care team in development and/or revision of nursing care plan											
Clinical Competencies Score:											
D. Distinguishes normal from abnormal assessment findings. E. Gathers accurate assessment data. F. Seeks out instructor to validate assessment findings. G. Demonstrates sound clinical decision-making skills.											
SECTION Total -SLO 5 Objectives											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 5/3/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

**Lincoln Technical Institute
Practical Nursing Program
Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument**

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 6: Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and adapt to changes in their health status. (Maslow, 1954)											
Course Student Learning Objective 10: Implement safety standards of nursing practice and the National Patient Safety Goals in the care of the adult and pediatric client.											
Clinical Competencies Score:											
A. Reports unsafe condition within the environment in a timely manner. B. Complies with the National Patient Safety Goals. C. Prioritizes and adapts care based on Maslow's Hierarchy of Needs.											
SECTION Total -SLO 6 Objective											
Course Student Learning Objective 11: Dedicate oneself toward advancing to a culture of professional excellence.											
Clinical Competencies Score: 0 or 3 Student Handbook Policies listed below											
A. Demonstrates professional behavior. B. Arrives to clinical, returns from meals on time and/or leaves when dismissed. C. Complies by dress code including ID.											
SECTION Total -Objective 11											
Student Initials:											
Faculty Initials:											

Professional Behavior - Student Handbook Policies

- *Code of Ethics & Professional Behavior
- *Code of Conduct
- *Clinical Site Policies
- *Appendix A - The Code for LPNs

Student Name: _____ Student Initials: _____

Faculty Name: _____ Faculty Initials: _____

Faculty Name: _____ Faculty Initials: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument**

1. Weekly Point Score Totals SECTION									
GRADING INSTRUCTIONS:									
2. Weekly point scores totals SECTION divided by 11 objectives		1. Objectives given weekly point scores -see Weekly Clinical Competency Grading Rubric Criteria Enter weekly point score totals into this section.							
3. Number of clinical weeks attended		2. Divide the weekly point score total by the number of objectives.							
4. Divide point score total by number of clinical weeks attended		3. Enter number of Clinical Weeks attended.							
5. Multiply by 0.75 Weight for clinical competencies grade		4. Divide point score total by number of clinical weeks (average score based on weeks attended).							
		5. Multiply total score by 75% for final point score grade of clinical competencies.							
Assignments:	Date	Grade (eg: 90% = 2.0)	Convert assignment grade to point score (*see Conversion Equivalency Table)						
Cultural Assessment			Assignments: Assigned homework is due on the designated date. If the student is absent, the assignment is due on the next clinical day and will receive a 10 point deduction. If assignment is not submitted on the next clinical day, the student will receive a zero for the assignment.						
Maternity/Newborn focused assessments,									
MedSurg focused assessment & teaching plan									
Mental Health Process Recording									
Pediatric simulation, focused assessment, teaching plan									
Enter sum of point scores for assignments			Absent Clinical Day: date _____ Absent Clinical Day: date _____ Absent Clinical Day: date _____						
Average Score - divide total point scores for assignments by 5.									
Multiply Average Score by 0.25 Weight for assignments grade									
Enter 0.75 Weight from above (clinical competencies grade)									
Add both point score grade Weights									
Convert final point score grade to numerical grade (*see Conversion Equivalency Table)									

I HAVE REVIEWED THE CLINICAL GRADE FOR TERM 3:

Student Signature: _____

Date: _____

Lincoln Technical Institute
Practical Nursing Program

Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument

Instructor Signature: _____

MIDTERM CONFERENCE	FINAL CONFERENCE
Instructor Comments:	Instructor Comments:
Student Comments:	Student Comments:

Instructor Signature: _____

Instructor Signature: _____

Student Signature: _____

Student Signature: _____

Date: _____

Date: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument**

Weekly Clinical Competency Grading Rubric and Criteria

Skill Level	Criteria
3	Proficient; can perform a skill independently Performs without supportive cues Accomplishes task within an expedited time period Actions are always safe Identifies interrelationship of data; Applies theoretical knowledge correctly Exhibits appropriate affect consistently
2	Performed the skills mostly independently with some supervision and assistance Additional/minimal practice required Displays acceptable nursing skills Actions are always safe Identifies scientific principles; may need guidance to identify applications Appropriate affect most of the time
1	Minimally skilled in majority of nursing skills Needs continuous cues to complete tasks Requires safety reminders; attempts activity but unable to complete Poor planning prior to performing tasks Inappropriate application of principles; Little interrelationship of data or correlation of care Articulates the plan of care with little content and rationale Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy consistently; Negates value of clinical experience
0	Unsafe; Non-productive; attempts activity but unable to complete Unable to identify principles or apply them No plan of care; No interrelationship of data or correlation of care Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy; Negates value of clinical experience

Scores of 0 or 1 requires student to have a counseling session with initiation of a PIP (Performance Improvement Plan) and notification to Director of Nursing

Lincoln Technical Institute
Practical Nursing Program
Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument

Conversion Equivalency Table

Conversion between point score and numerical grade

Point Score	Numerical Grade Equivalency
3.0	100%
2.9	99%
2.8	98%
2.7	97%
2.6	96%
2.5	95%
2.4	94%
2.3	93%
2.2	92%
2.1	91%
2.0	90%
1.9	87%
1.8	84%
1.7	81%
1.6	78%
1.5	75%
1.4	65%
1.3	60%
1.2	55%
1.1	50%
1.0	45%
0.0	0%

**Lincoln Technical Institute
Practical Nursing Program
Term 3: Nursing Clinical III Clinical Competencies Evaluation Instrument**

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 5/3/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

**Lincoln Technical Institute
Practical Nursing Program
Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument**

Student Name: _____

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 1: Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity (Watson, 2012)											
Course Student Learning Objective 1: Discuss Watson's concept of human caring that promotes holistic, meaningful care for the client.											
Clinical Competencies Score:											
<p>A. Actively seeks learning opportunities, accepts assignments, and exhibits a willingness to learn and assist others.</p> <p>B. Manages patient-centered care with a focus on authentically listening and being authentically present based on Watson's theory.</p> <p>C. Completes a case study exemplar for Watson's Human Caring theory.*</p>											
SECTION Total -SLO 1 Objective											
End-of-program Student Learning Outcome SLO 2: Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010)											
Course Student Learning Objective 2: Collaborate with the healthcare team to adapt the plan of care interventions in congruence with the client's cultural and spiritual beliefs, health values, and personal preferences.											
Clinical Competencies Score:											
<p>A. Discusses health education needs and discharge planning with members of the healthcare team.</p> <p>B. Incorporates basic disease processes, medical treatments, and nursing interventions into the plan of care within the patient's cultural context.</p>											

Lincoln Technical Institute
 Practical Nursing Program
 Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument

Enter Date - Continued Objectives and Clinical Competencies for SLO #2	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
C. Completes Patient Transfer Form assignment.*											
Course Student Learning Objective 3: Identify quality improvement indicators and discuss the implications for assigned clients.											
Clinical Competencies Score:											
D. Identifies aspects of patient care for quality improvement. E. Discusses the role of the LPN in quality improvement of patient care. F. Completes Patient Incident Report assignment.* F. Presents Research Article Review assignment.*											
SECTION Total -SLO 2 Objectives											
End-of-program Student Learning Outcome SLO 3: Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses (NALPN/NFLPN, 1979).											
Course Student Learning Objective 4: Apply evidence-based principles in clinical decision-making for nursing interventions of the medical-surgical adult client.											
Clinical Competencies Score:											
A. Functions at a level equal to current level of PN education. B. Demonstrates sound clinical decision-making in medication administration. C. Completes Medication Transcription Assignment with Med Pass* D. Completes Dosage Calculation Assignment (ATI Proctored Assessment)*											

**Lincoln Technical Institute
Practical Nursing Program**

Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument

Enter Date - Continued Objectives and Clinical Competencies for SLO #3	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Course Student Learning Objective 5: Compare the various leadership and management roles within a healthcare facility.											
Clinical Competencies Score:											
E. Identifies team-building approaches that are effective to promote safe, quality care. F. Delegates nursing tasks to appropriate individuals.											
SECTION Total -SLO 3 Objectives											
End-of-program Student Learning Outcome SLO 4: Utilize effective verbal, non-verbal, written communication and technology when interacting with clients, supervisors, and members of the healthcare team.											
Course Student Learning Objective 6: Analyze effective therapeutic communication when interacting with peers, coworkers, clients, families, and clinical instructor.											
Clinical Competencies Score:											
A. Demonstrates accurate use of the electronic health record (EHR) to clearly communicate the patient's health status and reduce errors. B. Provides an all inclusive, concise end-of-shift report each day. C. Identifies effective elements of communication to promote patient understanding. D. Documents care provided accurately and without prompting by instructor.											
Course Student Learning Objective 7: Employ a team approach when providing patient-centered care and health education.											
Clinical Competencies Score:											
E. Demonstrates effective use of communication skills and teamwork.											
SECTION Total -SLO 4 Objectives											

Lincoln Technical Institute
 Practical Nursing Program
 Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument

Enter Date	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
End-of-program Student Learning Outcome SLO 5: Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan.											
Course Student Learning Objective 8: Collaborate with members of the healthcare team and client/family in the development and evaluation of the plan of care.											
Clinical Competencies Score:											
A. Interprets patient record information accurately: living will, lab results, history and physical, social situation and expected outcomes of care. B. Demonstrates safe medication administration-uses, classification, implications, side effects, age appropriate needs. C. Interprets disease processes; etiology, pathophysiology, diagnostic tests and lab. D. Verbalizes rationale for nursing interventions. E. Completes Focused Assessment with Concept Map*											
SECTION Total -SLO 5 Objective											
End-of-program Student Learning Outcome SLO 6: Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and adapt to changes in their health status. (Maslow, 1954)											
Course Student Learning Objective 9: Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to clients in the sub-acute environment.											
Clinical Competencies Score:											
A. Analyzes principles of ethics to provide safe delivery of care. B. Complies with the National Patient Safety Goals.											

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 5/3/2020, 3/22/2021, 7/23/2021

*This item will be 25% of the Assignment Grade

**Lincoln Technical Institute
Practical Nursing Program**

Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument

Enter Date - Continued Objectives and Clinical Competencies for SLO #6	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
C. Prioritizes care and makes care adjustments when necessary based on Maslow's Hierarchy of Needs.											
SECTION Total -SLO 6 Objective											
Course Student Learning Objective 10: Dedicate oneself toward advancing to a culture of professional excellence.											
Clinical Competencies Score: 0 or 3 Student Handbook Policies listed below											
A. Demonstrates professional behavior. B. Arrives to clinical, returns from meals on time and/or leaves when dismissed. C. Complies by dress code including ID.											
SECTION Total -Objective 10											
Student Initials:											
Faculty Initials:											

Professional Behavior - Student Handbook Policies

- *Code of Ethics & Professional Behavior
- *Code of Conduct
- *Clinical Site Policies
- *Appendix A - The Code for LPNs

Student Name: _____	Student Initials: _____
Faculty Name: _____	Faculty Initials: _____
Faculty Name: _____	Faculty Initials: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument**

1. Weekly Point Score Totals SECTION									
---	--	--	--	--	--	--	--	--	--

GRADING INSTRUCTIONS:

1. Objectives given weekly point scores -see Weekly Clinical Competency Grading Rubric Criteria
Enter weekly point score totals into this section.
2. Divide the weekly point score total by the number of objectives.
3. Enter number of Clinical Weeks attended.
4. Divide point score total by number of clinical weeks (average score based on weeks attended).
5. Multiply total score by 75% for final point score grade of clinical competencies.

Assignments:	Date	Grade (eg: 90% = 2.0)	Convert assignment grade to point score (*see Conversion Equivalency Table)
Medication Transcription with Med Pass			
Dosage Calculation (ATI Proctored)			
Patient Transfer Form			
Patient Incident Report			
Focused Assessment with Concept Map			
Watson Exemplar Case Study			
Present Research Article Review			
Enter sum of point scores for assignments			
Average Score - divide total point scores for assignments by 7.			
Multiply Average Score by 0.25 Weight for assignments grade			
Enter 0.75 Weight from above (clinical competencies grade)			
Add both point score grade Weights			
Convert final point score grade to numerical grade (*see Conversion Equivalency Table)			

Assignments: Assigned homework is due on the designated date. If the student is absent, the assignment is due on the next clinical day and will receive a 10 point deduction. If assignment is not submitted on the next clinical day, the student will receive a zero for the assignment.

Absent Clinical Day: date _____
 Absent Clinical Day: date _____
 Absent Clinical Day: date _____

I HAVE REVIEWED THE CLINICAL GRADE FOR TERM 4:

Student Signature: _____

Date: _____

Instructor Signature: _____

**Lincoln Technical Institute
Practical Nursing Program
Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument**

MIDTERM CONFERENCE	FINAL CONFERENCE
Instructor Comments:	Instructor Comments:
Student Comments:	Student Comments:

Instructor Signature: _____

Student Signature: _____

Date: _____

Instructor Signature: _____

Student Signature: _____

Date: _____

Lincoln Technical Institute
Practical Nursing Program
Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument
Weekly Clinical Competency Grading Rubric and Criteria

Skill Level	Criteria
3	Proficient; can perform a skill independently Performs without supportive cues Accomplishes task within an expedited time period Actions are always safe Identifies interrelationship of data; Applies theoretical knowledge correctly Exhibits appropriate affect consistently
2	Performed the skills mostly independently with some supervision and assistance Additional/minimal practice required Displays acceptable nursing skills Actions are always safe Identifies scientific principles; may need guidance to identify applications Appropriate affect most of the time
1	Minimally skilled in majority of nursing skills Needs continuous cues to complete tasks Requires safety reminders; attempts activity but unable to complete Poor planning prior to performing tasks Inappropriate application of principles; Little interrelationship of data or correlation of care Articulates the plan of care with little content and rationale Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy consistently; Negates value of clinical experience
0	Unsafe; Non-productive; attempts activity but unable to complete Unable to identify principles or apply them No plan of care; No interrelationship of data or correlation of care Inappropriate affect; Preoccupied with self and personal needs Does not follow LTI or facility policy; Negates value of clinical experience

Scores of 0 or 1 requires student to have a counseling session with initiation of a PIP (Performance Improvement Plan) and notification to Director of Nursing

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 5/3/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

**Lincoln Technical Institute
Practical Nursing Program
Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument**

Conversion Equivalency Table

Conversion between point score and numerical grade

Point Score	Numerical Grade Equivalency
3.0	100%
2.9	99%
2.8	98%
2.7	97%
2.6	96%
2.5	95%
2.4	94%
2.3	93%
2.2	92%
2.1	91%
2.0	90%
1.9	87%
1.8	84%
1.7	81%
1.6	78%
1.5	75%
1.4	65%
1.3	60%
1.2	55%
1.1	50%
1.0	45%
0.0	0%

**Lincoln Technical Institute
Practical Nursing Program
Term 4: Nursing Clinical IV Clinical Competencies Evaluation Instrument**

Original 1/13/2015

Reviewed/Revised: 1/2015; 5/2015; 7/2015; 8/2015; 9/24/2015; 3/10/2017, 5/3/2020, 3/22/2021, 7/23/2021

***This item will be 25% of the Assignment Grade**

EXHIBIT 5

Syllabus Syllabus

PN111C Human Anatomy & Physiology

Faculty Information

Name: _____

Phone Number: _____

Email: _____

Office Hours: _____

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course is designed to provide information necessary to gain a basic knowledge of the anatomical structure and the normal function of the human body. Course content includes a focus on basic medical terminology. The primary goal of this course is to provide a foundation upon which students may build further knowledge and skills in order to render quality patient care. This course also relates how the parts of the body influence each other and contribute to effective overall functioning in maintaining homeostasis.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Recognize the meaning of various prefixes, word roots and suffixes to assist in understanding medical terminology.
2. Explain the human body's level of organization of molecules to tissue, to organs and to organization of systems.
3. Describe the human body's mechanism to maintain homeostasis.
4. Apply knowledge of anatomy and physiology to understand pathophysiology.

PREREQUISITE(S)

None

CONTACT HOURS

120 Contact Hours (120 Lecture Hours and 0 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Chabner, D. (2018). *Medical Terminology: A Short Course*. 8th Edition. Saunders Publication, Inc. Flesch-Kincaid Grade Reading Level: 9.0

Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A

Patton, K.T., & Thibodeau, G. A. (2018). *The Human Body in Health & Disease with the Human Body in Health and Disease Online course*, 7th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Career Edge

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity. The use of the campus "Learning Resource Center" will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Assessment Criteria & Method of Evaluating Students

Grade Distribution

Exams	45%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
Midterm exam	20%
Final exam	25%
Total	100%

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

Grading Policy

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not

successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

Make-up Graded Assessments (Tests, Exams)

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. If student misses a second exam in the same course, the student will receive a zero in that exam. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. If the student takes the makeup assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Key concepts of medical terminology
- General organization of the body
 - Scientific method
- Basic chemistry, matter, and life
- Cell structure and functions
- Tissues and membranes
- Organ systems
 - Homeostasis
- Mechanism of disease
- Basic anatomy and physiology including components and functions of:
 - Integumentary system – skin and membranes
 - The heart and blood vessels
 - Circulation of Blood

- Respiratory system
 - Acid-Base balance
- Lymphatic system and immunity
- Sensory system
- Skeletal system
- Muscular system
- Nervous system
- Urinary system
 - Fluids and Electrolyte balance
- Digestive system
- Nutrition and Metabolism
- Endocrine system
- Reproductive system
- Growth, Development, and Aging
- Genetics and genetic diseases

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN112C Nursing Fundamentals I

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

The Nursing Fundamentals I course provides instruction on the basic nursing skills and introduction to Maslow's Hierarchy of Needs. Essential concepts include the nursing process, data collection/ focused assessment, documentation, asepsis, basic nutrition, vital signs, and mobility. Nursing skills are practiced and validated in the nursing skills laboratory and applied clinical settings during Clinical I. Emphasis is placed on Watson's human caring theory of nursing as the basis for providing compassionate care with respect and humility. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn basic patient-centered care and concepts of safe healthcare environments.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Plan basic patient-centered nursing care in accordance with Maslow's Hierarchy of Needs. (SLO #3, 5, 6)
2. Demonstrate basic patient-centered care including caring behaviors and basic nursing procedures. (SLO #1, 2, 3, 6)
3. Explain the concepts of patient-centered care, evidence-based practice, teamwork and collaboration, nursing process, and quality improvement. (SLO #2, 3, 4, 5)
4. Identify a client's actual and potential threats to safety in a healthcare environment based on the National Patient Safety Goals for clients in long-term care. (SLO #3, 5, 6)
5. Define methods of documentation and the purpose of the client record. (SLO #3)
6. Apply effective communication skills when interacting with clients, coworkers, instructor and the health care team. (SLO #4)
7. Provide client teaching on basic diet and nutritional needs for clients from diverse backgrounds and with varied health conditions. (SLO #1, 2, 3, 5, 6)

PREREQUISITE(S)

None

CONTACT HOURS

105 Contact Hours (65 Lecture Hours and 40 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Chabner, D. (2018). *Medical Terminology: A Short Course*, 8th Edition. Saunders Publication, Inc. Flesch-Kincaid Grade Reading Level: 9.0

- DeWit, S. C. (2021). *Fundamental Concepts and Skills for Nursing with EAQ*, 6th Edition. Saunders Publication, Inc. Flesch-Kincaid Grade Reading Level: 10.0
- Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*, 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A
- Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition Mosby. Flesch-Kincaid Grade Reading Level: N/A
- Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0
- Pagana, K., Pagana, T. & Pagana T., (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

- Assessment Technologies Institute. (2019). *Fundamentals for Nursing*. 10th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

- Assessment Technologies Institute (ATI)
Career Edge
Electronic Health Record – SimChart® access code provided to student
Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus "Learning Resource Center" will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS**Grade Distribution**

Exams	45%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
Midterm exam	20%
Final exam	25%
Total	100%

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

MAKE-UP ASSESSMENTS & ASSIGNMENTS**Make-up Graded Assessments (Tests and Exams)**

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. If the student takes the makeup assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Concepts of health, illness, and health promotion
- Holistic, patient-centered care
- Maslow's Hierarchy of Needs – *Theory of Basic Needs*
- Maslow's Hierarchy of Needs – Safety needs
- Maslow's Hierarchy of Needs – Physiological needs
- Concept of homeostasis
- Interdisciplinary teamwork and collaboration
- Critical thinking and clinical judgment
- The Nursing process – Priority setting; Concept Mapping
- National Patient Safety Goals (NPSGs)
- Nursing Process – Quality improvement (QI) definition and purpose of QI
- Nursing Process – Legal and ethical aspects of nursing
- Communication and the nurse-patient relationship
- Jean Watson's Theory of Human Caring – *Human Caring Science* and Caritas Processes
- Jean Watson's Caritas Process – Human caring relationships
- Infection prevention
- Mobility
- Environmental safety
- Client hygiene and prevention of pressure injuries
- Vital signs measurement
- Basic nutrition and cultural considerations
- Cultural and spiritual aspects of care
- Assessment of Health – Data collection and focused health assessment
- Client teaching for health promotion
- Admitting, transferring, and discharging clients

- Pain, comfort, and sleep
- Complementary and alternative therapies

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio Development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN113C Professional Awareness

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course introduces students to the history of nursing and the contributions to the profession by practical nursing. Students explore the role of the practical nurse, the clinical decision-making process; the healthcare team concept; problem-solving/critical thinking; ethical/legal/moral issues; and teaching/learning processes. Students learn study skills and strategies for success in nursing studies. Emphasis is placed on Watson's human caring theory of nursing to understand the contributions of practical nursing to the holistic care and health of clients. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn team collaboration, development of professional identity, evidence-based practice, and spirit of inquiry.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Describe the evolution of nursing and the healthcare system related to different cultures, changes through the centuries, and noted leaders of the nursing profession. (SLO #2)
2. Describe elements of a positive teaching/learning environment including different learning styles, study skills, test-taking strategies and approaches to learn critical thinking and clinical judgment. (SLO #2, 3)
3. Demonstrate therapeutic communication skills to effectively advocate for the client. (SLO #1, 4)
4. Demonstrate basic computer skills to communicate clients' health status and computer literacy to access electronic health data resources. (SLO #3, 4)
5. Compare legal and ethical aspects of nursing related to the States' Nurse Practice Act, licensure, and a Licensed Practical Nurse's responsibilities as a member of the healthcare team. (SLO #3)

PREREQUISITE(S)

None

CONTACT HOURS

20 Contact Hours (20 Lecture Hours and 0 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Knecht, P. (2021). *Success in Practical/Vocational Nursing: From Student to Leader*. 9th edition. Elsevier. Flesch-Kincaid Grade Reading Level: 10.0

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN ® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)
Career Edge
Electronic Medical Record –SimChart® access code provided to student

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity. The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Exams	60%
Out of class assignments, quizzes, written assignments	5%
Presentation/Research Project	10%
Final exam	25%
Total	100%

OUT-OF-CLASS ASSIGNMENTS

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student’s understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

PROFESSIONALISM

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people’s

concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. If the student takes the makeup assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- The adult learner in practical nursing education
- Basic computer skills required in nursing education
- The teaching/ learning environment and academic resources
- Critical thinking, clinical judgment, and the use of critical thinking for test-taking strategies
- Evolution of practical nursing
- Ethics applied to nursing

- Legal aspects of nursing
- Scope of nursing practice, standards of care, and the role of the practical nurse
- Evolution of the nursing process
- Nursing theory and evidence-based practice
- Jean Watson's Human Caring Theory of Nursing
- Abraham Maslow's Human Needs theory
- The LPN's role in evidence-based practice
- The National League for Nursing (NLN) *Spirit of Inquiry*
- Effective communication with the health care team, patients, faculty, and peers
- Nursing and the health care team
- Health care trends

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN114C Nursing Clinical I

Faculty Information

Name: _____

Phone Number: _____

Email: _____

Office Hours: _____

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

Nursing Clinical I is the first of four clinical courses with a focus on the needs of clients in long-term care settings for students to provide safe, quality nursing care. Students apply fundamental knowledge acquired from nursing theory classes and interactive laboratory experiences to provide basic care to clients and families. Students use the theory of Maslow's Hierarchy of Needs as a guide for assisting clients in meeting their basic healthcare needs. Clinical experiences focus on implementation of the nursing process, data collection/ focused assessment, documentation, asepsis, nutrition, vital signs, and mobility. Students learn holistic, individualized client care delivery with compassion, respect, and humility based upon Watson's human caring theory of nursing. The National League for Nursing's (NLN) core competencies are used for students to develop a foundation in clinical problem-solving, caring, communication, and identification of client health education needs. *Clinical competencies must be successfully completed to receive a passing grade for this course.*

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Demonstrate caring behaviors in providing basic skills and nursing interventions for clients in long-term care. (SLO #1)
2. Verbalize Maslow's Hierarchy of Needs that are relevant in meeting the healthcare needs for the geriatric client. (SLO #2, 3, 6)
3. Discuss cultural, religious, and spiritual aspects of care for clients from diverse cultures. (SLO #2)
4. Demonstrate a basic understanding of the nursing process by contributing to the plan of care in collaboration with the registered nurse. (SLO #5)
5. Identify components of the electronic health record (EHR) to effectively communicate client health information. (SLO #2, 3, 4)
6. Demonstrate effective and therapeutic communication skills when caring for clients. (SLO #4)
7. Recognize the ethical/legal framework and standards of the LPN role. (SLO #2, 3)

PREREQUISITE(S)

None

CONTACT HOURS

160 Contact Hours (160 Clinical Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Chabner, D. (2018). *Medical Terminology: A Short Course*. 8th Edition. Saunders Publication, Inc. Flesch-Kincaid Grade Reading Level: 9.0

DeWit, S. C. (2021). *Fundamental Concepts and Skills for Nursing with EAQ*. 6th Edition. Saunders Publication, Inc. Flesch-Kincaid Grade Reading Level: 10.0

Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A

Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition. Mosby. Flesch-Kincaid Grade Reading Level: N/A

Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0

Pagana, K., Pagana T. & Pagana, T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Fundamentals for Nursing*. 10th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *Leadership and Management*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)

Career Edge

Electronic Medical Record – SimChart® access code provided to student

Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

Hands on training by a Registered Nurse and specific observational experiences may be included. Selected assignments in the clinical setting, pre and post conferences and utilization of multimedia materials.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS**Grade Distribution**

Clinical performance grade	75%
Written assignments	25%
Total	100%

The clinical grade stands alone as a separate grade. A score of 75% or above is required to successfully complete the clinical course. Not maintaining the score (75%) during the quarter will place the student on clinical probation. Not achieving the 75% score for the course will result in the student having to repeat the entire Clinical I course. Students who do not achieve the 75% score in Clinical I will have one additional opportunity to successfully complete the course.

- I. **Clinical Performance Grade:** Performance points are awarded for each clinical specified by the instructor. A percentage grade for performance is computed at the end of the course. (Total points earned are divided by number of weekly written grades.)

Performance is evaluated on the following criteria:

1. Logically and accurately planning client care
2. Evidence Based Practice
3. Documentation
4. Client knowledge
5. Skill presentation and therapeutic interventions
6. Safety and clinical judgment
7. Interpersonal communication
8. Adherence to policies and procedures

- II. **Written Assignment:** Care plans are required for each patient assigned. Individual care plan grades and/or instructor assigned projects/papers are averaged together for one weekly written grade (average). A percentage grade for written work is computed at the end of the course. (Total points earned for the weekly grades are divided by the number of weekly written grades.)

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

Grading Policy

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered require that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

If a student is unable to attend a clinical session, the student must notify the clinical faculty and/or designated person facilitating the clinical session prior to the start of the clinical day. There is limited ability to provide opportunities for students to make-up clinical hours. Completion of assigned clinical make-up sessions and related assignments are required to complete the course.

Make-up Assessments & Assignments

It is the students' responsibility to seek the instructor's guidance at the time when a problem area is initially encountered, not after receiving an unsatisfactory grade. Arrangements for the special tutoring must be made with the appropriate educational staff, i.e. instructor, education supervisor or Director of Nursing. Make up work, instructor guidance, and special tutoring is provided at no additional cost to the student.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Therapeutic and effective communication skills.
- Basic nursing procedures which relate to medical asepsis, ADL's, transfers techniques, and vital signs to the client in the long-term care setting.
- Maintain a safe environment for the client and self.
Accurately record nursing care provided to the client according to the assigned facility policies and procedures.
Identify and report pertinent client findings to appropriate personnel.
- Incorporating the nursing process into the care of the older client by reviewing nursing diagnoses, client goals and appropriate nursing interventions.
- Role of the student nurse.
- Apply critical thinking process to the clinical environment.

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio Development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN121C Nursing Fundamentals II

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

The Nursing Fundamentals II course provides a continuation of instruction on basic to intermediate nursing skills and Maslow's Hierarchy of Needs. Essential concepts include oxygenation, elimination, sleep/rest needs, pain management, infection control, nutrition/diet therapy, and wound care. Nursing skills are practiced and validated in the nursing skills laboratory and applied in the clinical settings during Clinical II. Emphasis is placed on Watson's human caring theory of nursing as the basis for problem-solving, respectfully assisting with human needs, and the importance of human caring relationships for health and healing. The core competencies of the National League for Nursing (NLN) are used as the foundation for students to learn evidence-based rationale for clinical decisions and culturally competent care.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Demonstrate critical thinking by using the nursing process and evidence-based practice in the care of individuals, families, and groups of clients in healthcare settings. (SLO #2, 3, 4, 5, 6)
2. Distinguish the nutritional requirements throughout the life cycle, the relationship of nutrition to effects of commonly prescribed medications, and requirements for enteral and/or parenteral nutrition. (SLO #1, 2, 4, 5, 6)
3. Apply infection control standards and nursing interventions related to prevention and treatment. (SLO #2, 3, 4, 5, 6)
4. Explain basic to intermediate therapeutic interventions to meet client healthcare needs within Maslow's Hierarchy of Needs. (SLO #2, 3, 5, 6)
5. Correlate the normal and abnormal diagnostic findings with the diagnosis of a client. (SLO #2, 3, 4, 5)
6. Discuss principles of fluid, electrolytes and acid-base balance. (SLO #2, 3, 4, 5)
7. Recognize different types of wounds and the applicable nursing interventions. (SLO #2, 3, 5)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I

CONTACT HOURS

85 Contact Hours (55 Lecture Hours and 30 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9

DeWit, S. C. (2021). *Fundamental Concepts and Skills for Nursing with EAQ*. 6th Edition. Saunders Publication, Inc. Flesch-Kincaid Grade Reading Level: 10.0

Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A

Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*. 6th edition Mosby. Flesch-Kincaid Grade Reading Level: N/A

Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0

Pagana, K., Pagana T. & Pagana, T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Fundamentals for Nursing*. 10th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)

Career Edge

Electronic Medical Record – SimChart® access code provided to student

Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS**Grade Distribution**

Exams	50%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
ATI Fundamentals Exam	15%
Final Exam	25%
Total	100%

ATI Fundamentals of Nursing Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepare for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other

students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. If the student takes the makeup assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Nutritional therapy and assisted feeding
- Maslow's Hierarchy of Needs – Physiological needs
- Diagnostic tests and specimen collection
- Principles of fluid and electrolyte balance
- Principles of acid-base balance
- Jean Watson's Caritas Processes – Problem-solving through the caring process
- Providing wound care and treating pressure ulcers
- Respiration and oxygen therapy
- The nurse's role in promoting musculoskeletal function
- The nurse's role in promoting urinary elimination
- The nurse's role in promoting bowel elimination
- Jean Watson's Caritas Processes: Respectfully assisting with human needs
- Caring for the elderly
- National Patient Safety Goals (NPSGs) – Nursing Care Centers
- National Patient Safety Goals (NPSGs) – Home Care
- Loss and Grief
- Documentation techniques
- Quality improvement (QI) – LPN's role in QI
- Patient teaching for health promotion

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play

- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio Development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN122C Pharmacology

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course provides an introduction to major drug classification systems and effects on the human organism. Principles of pharmacology provides a foundation for the general actions, therapeutic uses, side effects, and nursing implications common to each drug classification system. The National League for Nursing's (NLN) core competencies are used as the foundation for students to learn safety in administration of medications and to provide culturally competent nursing care and health teaching. Emphasis is placed on a comprehensive review of mathematical functions as they relate to dosage calculations. Students will be required to successfully pass a Dosage Calculations exam. This course includes principles of medication administration and requires students to demonstrate competency in medication administration skills in the laboratory setting.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Demonstrate competence and safety in dosage calculation, and medication administration. (SLO #2, 3, 4)
2. Apply the nursing process to the study of pharmacology. (SLO #2, 3, 5)
3. Employ critical thinking, safety and accuracy to carry out physician orders. (SLO #2, 3, 4, 5)
4. Differentiate the various drug classifications for both the adult and pediatric client related to the body systems, common actions, adverse effects and nursing implications. (SLO #2, 3)
5. Interpret the uses of pharmacological therapies, including complementary and alternative medicine, with nursing implications in providing patient-centered care and health teaching in congruence with the client's values, culture, religion, and health beliefs. (SLO #1, 2, 3, 6)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I

CONTACT HOURS

60 Contact Hours (50 Lecture Hours and 10 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES REQUIRED:

Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9

DeWit, S. C. (2021). *Fundamental Concepts and Skills for Nursing with EAQ*. 6th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: 10.0

Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition.. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *Pharmacology for Nursing PN*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)

Career Edge

Electronic Health Record – Sim Chart® access code provided to student

Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS**Grade Distribution**

Exams	55%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
ATI Pharmacology Exam	10%
Final Exam	25%
Total	100%

Students are required to pass a Medication Administration Test with a score of 85% to demonstrate basic knowledge competency in medication calculations as well as safe administration of medications. A total of 3 attempts will be allowed to obtain a score of 85%. In the event of multiple attempts to obtain the 85% score, the maximum recorded score will not exceed 85%. Failure to achieve an 85% will result in Pharmacology course failure and withdrawal from Nursing Clinical II.

ATI Pharmacology Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepared for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not

successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

MAKE-UP ASSESSMENTS & ASSIGNMENTS

Make-up Graded Assessments (Tests and Exams)

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. If the student takes the makeup assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Basic mathematics review
- Medication safety – steps in preparation for safe drug administration
- Principles of medication administration for oral, topical, inhalant, injections – subcutaneous, intradermal, intramuscular, and parenteral – intravenous
- Dosage calculation – ratio-proportion, units and measurements for calculation of drug dosages, reconstitution of medications, pediatric dosages, intravenous flow rates
- Maslow's Hierarchy of Needs – Safety needs
- Jean Watson's Caritas Processes – Authentic teaching-learning within context of caring relationships
- Medication safety – Polypharmacy in geriatric clients
- Drug classifications, actions, uses, side effects, and nursing implications for medications affecting the:
 - Nervous system
 - Medications used to treat eye and ear disorders

- Respiratory system
- Cardiovascular system
- Hematologic system
- Urinary system
- Digestive system
- Medications for pain management and inflammation
- Endocrine system – Diabetes
- Reproductive system
- Medications to treat cancer
- Musculoskeletal system
- Immune system
- Medications for infections
- Culturally competent care – pharmacologic considerations in diverse cultures
- Therapy for malnutrition – Enteral nutrition, Parenteral nutrition
- Herbal therapies
- Dietary supplements

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN123C Growth and Development Across the Lifespan

Faculty Information

Name: _____

Phone Number: _____

Email: _____

Office Hours: _____

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course provides an overview of the biological, social, and psychosocial processes that contribute to human growth and development across the lifespan. Theories of development, learning, and personality provide the basis of nursing care for clients at all stages of life. Essential concepts include sociology, culture, status, role, and identity. Emphasis is on the physical and psychosocial care of individuals over the life span. The role of the nurse in preventative and restorative care throughout the life span is highlighted.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Explore the growth and development needs of an individual from infancy through end-of-life. (SLO #1, 2, 6)
2. Apply the theories of cognitive, moral, and psychosocial development of an individual from infancy through the adolescent years. (SLO #1, 2, 6)
3. Identify the cultural, spiritual, and ethical issues within the family and their influence throughout the life span of the individual. (SLO #1, 2, 3, 6)
4. Examine theories of aging. (SLO #1, 2, 6)
5. Describe the stages of death and dying and the legal/ethical concerns associated with end-of-life. (SLO #1, 2, 3, 6)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I

CONTACT HOURS

30 Contact Hours (30 Lecture Hours and 0 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

DeWit, S. C. (2021). *Fundamental Concepts and Skills for Nursing with EAQ*. 6th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: 10.0

Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A

Polan, E. and Taylor, D. (2019). *Journey Across the Life Span: Human Development and Health Promotion*, 6th edition. F.A. Davis. Flesch-Kincaid Grade Reading Level: 11.0

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Fundamentals for Nursing*. 10th edition. Flesch-Kincaid Grade Reading Level: N/A
 Assessment Technologies Institute. (2020). *PN Nursing Care of Children*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)
 Career Edge
 Electronic Medical Record – Sim Chart® access code provided to student
 Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids internet sites may be inserted as appropriate during each teaching-learning activity. The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Exams	60%
Out of class assignments, quizzes, written assignments	5%
Research/ Projects/Presentations	10%
Final Exam	25%
Total	100%

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student’s understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting

deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. If the student takes the makeup assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Health Lifestyles
 - *Healthy People 2020*
 - World Health Organization (WHO) and Centers for Disease Control (CDC)

- Stress-reduction techniques
- Communication
 - Nonverbal and communication styles
 - Barriers to communication
 - Multicultural communication
- Culture, race, and ethnicity
 - Beliefs, values, customs, and religious doctrines
 - Transcultural nursing
 - Spirituality and religion
- The Family
 - Family system theory
 - Family functions and life stages
 - Violence prevention
- Theories of growth and development
 - Freud and psychoanalytic theory
 - Erickson's theory of psychosocial theory for stages of development
 - Piaget's cognitive theory
 - Maslow's human needs theory of growth and development over the lifespan
 - Kohlberg's theory of moral development
 - Watson's theory of human caring science in nursing for growth and development over the lifespan
- Prenatal Period to 1 year
 - Developmental tasks
 - The role of play
 - Nutritional needs of the infant- chronological
 - Safety needs
 - Injury prevention
- Toddlerhood
 - Developmental tasks
 - The role of play
 - Nutritional needs
 - Safety needs
 - Injury prevention
- Preschool
 - Developmental tasks
 - The role of play
 - Nutritional needs
 - Safety needs
 - Injury
- School Age
 - Developmental tasks
 - Role of play
 - Nutritional needs
 - Safety needs
 - Injury prevention
- Puberty and Adolescence
 - Social and emotional development
 - Peer relationships

- Sexual maturity
- Safety and injury prevention
- Early Adulthood
 - Health promotion and maintenance
 - Psychosocial development
 - Parenting
- Middle Adulthood
 - Health promotion and maintenance
 - Psychosocial development
 - Parenting
 - *Sandwich* generation
- Late Adulthood into the Geriatric Period
 - Theories of aging
 - Physiological changes of aging
 - Health promotion and maintenance
 - Psychosocial issues
 - Maslow's Hierarchy of Needs – Self-actualization
 - The National League for Nursing (NLN) *Human Flourishing*
- Death and Dying
 - Types of losses
 - Cultural and religious differences
 - Signs of approaching death
 - Legal and ethical end-of-life issues

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN125C Nursing Clinical II

Faculty Information

Name: _____

Phone Number: _____

Email: _____

Office Hours: _____

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

Nursing Clinical II is a continuation of Nursing Clinical I with the focus on students providing safe, quality care for adults in healthcare settings. Students apply knowledge and basic to intermediate skills practiced in the laboratory sessions to provide care for assigned clients. Students develop an exemplar to demonstrate application of Maslow's Hierarchy of Needs to assist clients in meeting their basic healthcare needs. Clinical experiences focus on the nursing process to contribute to the client's plan of care, data collection/ focused assessment, documentation oxygenation, elimination, sleep/rest needs, pain management, infection control,–nutrition/diet therapy, wound care and medication administration. Watson's human caring theory of nursing provides the basis for holistic, individualized, and compassionate care. The National League for Nursing's (NLN) core competencies are used for students to continue learning clinical problem-solving strategies with an emphasis on health teaching. *Clinical competencies must be successfully completed to receive a passing grade for this course.*

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Demonstrate caring behaviors and therapeutic communication skills when interacting with clients and families. (SLO #1, 2, 4)
2. Demonstrate basic physical and psychosocial data collection data/ focused assessment skills. (SLO #1, 2, 3, 5, 6)
3. Identify essential interventions for the plan of care to meet client's physiological and safety basic needs. (SLO #2, 3, 5, 6)
4. Identify nursing interventions for the client which incorporate cultural and spiritual aspects of care. (SLO #1, 2, 3, 6)
5. Comply with safe standards of practice for medication administration. (SLO #2, 3)
6. Verbalize appropriate rationale for nursing interventions in congruence with evidence-based practice, standards, and guidelines. (SLO #2, 3, 5)
7. Use the electronic health record (EHR) to accurately document and communicate client health information. (SLO #2, 3, 4)
8. Report clinical findings to the interdisciplinary healthcare team. (SLO #2, 3, 4)
9. Recognize the principles of a safe care environment and the National Patient Safety Goals for clients in the long-term care setting. (SLO #2, 3, 6)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I

CONTACT HOURS

220 Contact Hours (220 Clinical Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9

DeWit, S. C. (2021). *Fundamental Concepts and Skills for Nursing with EAQ*. 6th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: 10.0

Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A

Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition Mosby. Flesch-Kincaid Grade Reading Level: N/A

Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0

Pagana, K., Pagana, T. & Pagana T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Fundamentals for Nursing*. 10th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)
Career Edge
Electronic Medical Record – Sim Chart® access code provided to student
Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

Hands on training by a Registered Nurse and specific observational experiences may be included. Selected assignments in the clinical setting, pre and post conferences and utilization of multimedia materials.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional

face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Clinical performance grade	75%
Written assignments	25%
Total	100%

The clinical grade stands alone as a separate grade. A score of 75% or above is required to successfully complete the clinical course. Not maintaining the score (75%) during the quarter will place the student on clinical probation. Not achieving the 75% score for the course will result in the student having to repeat the entire Clinical II course. Students who do not achieve the 75% score in Clinical II will have one additional opportunity to successfully complete the course.

- I. **Clinical Performance Grade:** Performance points are awarded for each clinical specified by the instructor. A percentage grade for performance is computed at the end of the course. (Total points earned are divided by number of weekly written grades.)

Performance is evaluated on the following criteria:

1. Logically and accurately planning client care
2. Evidence Based Practice
3. Documentation
4. Client knowledge
5. Skill presentation and therapeutic interventions
6. Safety and clinical judgment
7. Interpersonal communication
8. Adherence to policies and procedures

- II. **Written Assignment:** Care plans are required for each patient assigned. Individual care plan grades and/or instructor assigned projects/papers are averaged together for one weekly written grade (average). A percentage grade for written work is computed at the end of the course. (Total points earned for the weekly grades are divided by the number of weekly written grades.)

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context.

Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

If a student is unable to attend a clinical session, the student must notify the clinical faculty and/or designated person facilitating the clinical session prior to the start of the clinical day. There is limited ability to provide opportunities for students to make-up clinical hours. Completion of assigned clinical make-up sessions and related assignments are required to complete the course.

Make-up Assessments & Assignments

It is the students' responsibility to seek the instructor's guidance at the time when a problem area is initially encountered, not after receiving an unsatisfactory grade. Arrangements for the special tutoring must be made with the appropriate educational staff, i.e. instructor, education supervisor or Director of Nursing. Make up work, instructor guidance, and special tutoring is provided at no additional cost to the student.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Therapeutic and effective communication skills.
- Nursing procedures which relate to medical asepsis, ADL's, transfers techniques, medication administration and vital signs to the client in various settings.
- Maintain a safe environment for the client and self.
- Accurately record nursing care provided to the client according to the assigned facility policies and procedures.
- Identify and report pertinent client findings to appropriate personnel.
- Incorporating the nursing process into the care of the older client by formulating nursing diagnoses, client goals and appropriate nursing interventions.
- Role of the student nurse/member of the health care team.
- Apply critical thinking process to the clinical environment.
- Care of various groups.

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion

- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio Development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN131L Mental Health Nursing

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course is designed to build a foundation for care of the client with mental health needs throughout the life span. This course focuses on current theories, treatment modalities, pharmacology, and use of the nursing process to facilitate therapeutic communication. Essential concepts include ethical and legal considerations that affect individuals with emotional and behavioral needs. Emphasis on Watson's human caring theory of nursing serves as the basis for students to cultivate sensitivity to meet the needs of clients with a variety of mental health disorders. The core competencies of the National League for Nursing (NLN) provide a framework for students to promote human dignity and personal growth of clients with psychological and psychosocial disorders.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Demonstrate effective therapeutic communication to meet the psychological needs of clients from diverse cultures experiencing mental health illness. (SLO #1, 2, 4)
2. Use the nursing process to facilitate health promotion and health maintenance behaviors for care of clients with mental health illness. (SLO #3, 5, 6)
3. Explain the rationale for clinical judgments that foster quality care for clients with mental health disorders. (SLO #2, 3, 5)
4. Identify health teaching needs for clients with varied mental health disorders. (SLO #1, 2, 3, 4, 5)
5. Discuss potential mental health issues that may occur throughout the life cycle. (SLO #2, 5, 6)
6. Compare the legal and ethical aspects that protect individuals with mental health disorders and the nurse's responsibilities in providing care within the LPN scope of practice. (SLO #3, 5)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II
PN122L Pharmacology
PN123L Life Span Growth & Development

PN125L Nursing Clinical II

CONTACT HOURS

45 Contact Hours (45 Lecture Hours and 0 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

- Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9
- Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A
- Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition. Mosby. Flesch-Kincaid Grade Reading Level: N/A
- Morrison-Valfre, M. (2021). *Foundations of Mental Health Care*, 7th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 12
- Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0
- Pagana, K., Pagana, t. & Pagana T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

- Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Mental Health Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

- Assessment Technologies Institute (ATI)
- Career Edge
- Electronic Medical Record – Sim Chart® access code provided to student
- Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus "Learning Resource Center" will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of

study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Exams	55%
Out of class assignments, quizzes, written assignments	5%
ATI Mental Health Exam	15%
Final Exam	25%
Total	100%

ATI Mental Health Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepare for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a cut score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the cut score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. The student will have seven (7) points deducted from the earned grade. If the student delays the make-up to the next day, the student will have ten (10) points deducted from the earned assessment score. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- History of mental health care
- Current mental health systems
- Ethical and legal issues in mental health care
- Sociocultural issues and mental health care
- Theories and therapies in mental health care
- Maslow's influence – holistic psychology serves as a basis to plan and prioritize care
- Complementary and Alternative Medical (CAM) therapies in mental health care
- Principles and skills of mental health care – holistic, acceptance, trust, consistency
- Jean Watson's Caritas Processes – Cultivation of sensitivity to self and others
- Mental health assessment skills and data collection for holistic assessment
- Psychotherapeutic drug therapy
- Therapeutic communication
- Therapeutic relationships
- Therapeutic environment
- Problems of childhood in mental health care
- Problems of adolescence in mental health care
- Problems of adulthood in mental health care
- Problems of older adulthood in mental health care
- Cognitive impairment, Alzheimer's disease, and dementia
- Managing anxiety
- Illness and hospitalization in mental health care
- Dissociative disorders
- Depression and mood disorders; Bipolar disorders

- Physical problems and psychological sources
- Eating and sleeping disorders
- Anger and aggression, violence and suicide
- Substance-related disorders
- Personality disorders
- Schizophrenia and other psychoses
- Chronic mental health disorders
- Challenges for the future

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development??
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN132C Maternal-Child and Pediatric Nursing

Faculty Information

Name: _____

Phone Number: _____

Email: _____

Office Hours: _____

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course covers the physical and emotional aspects of pregnancy, labor, delivery and postpartum care. The course includes care of the pediatric client with various childhood illnesses. Emphasis is placed on health promotion and the LPN's role in health education for the mother with newborn infant and pediatric population. Watson's human caring theory provides a framework for students to gain an understanding of the teaching-learning process within a healing/wellness coaching model. Health problems that complicate pregnancy are discussed including those related to the mother and the infant. Childhood illnesses that affect children and adolescents are discussed and the impact on individuals, families and society. Pharmacology pertaining to maternal-child health is also discussed. The nursing process is applied to provide safe, quality, individualized client care based on the core competencies of the National League for Nursing (NLN).

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Apply the nursing process to provide individualized, compassionate care and health teaching for the mother with newborn and pediatric client/family. (SLO #1, 2, 3, 5, 6)
2. Participate in the plan of care in collaboration with the healthcare team for the antepartum and post-partum client experiencing a normal or complex pregnancy. (SLO #2, 3, 5)
3. Participate in the plan of care in collaboration with the healthcare team for the pediatric client experiencing congenital, communicable and acquired illnesses. (SLO #2, 3, 5)
4. Describe the experience of the hospitalized pregnant woman, infant and family from diverse cultural backgrounds. (SLO #1, 2, 5, 6)
5. Summarize the diseases/system disorders of childhood and the impact on individuals, families and society. (SLO #2, 5, 6)
6. Explain the rationale for clinical judgments that promote safe, quality care for maternal, newborn, and pediatric clients. (SLO #2, 3, 5)
7. Analyze effective communication in interactions with clients, family, and members of the healthcare team. (SLO #1, 4)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II

PN122L Pharmacology
PN123L Life Span Growth & Development
PN125L Nursing Clinical II

CONTACT HOURS

70 Contact Hours (65 Lecture Hours and 5 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

- Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9
- Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A
- Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition. Mosby. Flesch-Kincaid Grade Reading Level: N/A
- Leifer, G. (2019). *Introduction to Maternity & Pediatric Nursing with EAQ and VCE*, 8th edition. Elsevier. Flesch-Kincaid Grade Reading Level: 10.0
- Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0
- Pagana, K., Pagana, T., & Pagana, T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

- Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Maternal and Newborn Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Nursing Care of Children*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)
Career Edge
Elsevier Adaptive Quizzing
Electronic Medical Record – Sim Chart® access code provided to student
Virtual Clinical Excursion - Elsevier

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended

courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Exams	50%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
ATI Maternity Exam	10%
ATI Pediatric Exam	10%
Final Exam	20%
Total	100%

ATI Maternal and Newborn Nursing Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepare for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

ATI Nursing Care of Children Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepare for the NCLEX-PN exam. After each exam, the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a cut score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the cut score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. The student will have seven (7) points deducted from the earned grade. If the student delays the make-up to the next day, the student will have ten (10) points deducted from the earned assessment score. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Overview of maternity and pediatric nursing
- The nurse's role in women's health care
- *Healthy People 2030* and preventative health care for women
- Nursing care of families in the prenatal period and adaptation to pregnancy
- Nursing care of women with complications during pregnancy
- Nursing care of mother/infant during labor & birth: Intra-partum
- Nursing management of pain during labor and birth
- Nursing care of women with complications during labor and birth
- The family after birth: Post-partum period
- Breastfeeding and formula feeding
- Discharge planning

- Post-partum mood disorders
- Nursing care of women with complications after birth
- Nursing care of the newborn – term, preterm, and post-term
- Nursing care of the newborn with perinatal injury or congenital malformation
- The pediatric client, hospitalization experience, and health care adaptation for the child and family
- Nursing responsibilities in administering medications to infants and children
- Jean Watson’s Caritas Processes: Teaching-Learning toward Health-Healing-Wellness Coaching Model
- Nursing care of the child with:
 - Sensory disorder
 - Neurological disorder
 - Musculoskeletal disorders
 - Respiratory disorder
 - Cardiovascular disorder
 - Blood, blood-forming organ, or lymphatic system disorder
 - Gastrointestinal disorder
 - Genitourinary disorder
 - Skin disorder
 - Metabolic disorder
 - Communicable disease; Human papillomavirus; HIV/AIDS
- *Healthy People 2030* and immunization programs
- Nursing care of the child with emotional or behavioral condition
- Maslow’s Hierarchy of Needs: love/belonging needs
- Bioterrorism and natural disasters – The nurse’s role during a disaster in the maternal-child unit
- Family health teaching
- Interdisciplinary discharge planning and home care
- Complementary and Alternative Medicine (CAM) therapies in maternity and pediatric nursing
 - The nurse’s role and cultural considerations
 - Cautions in CAM therapy
 - Federal regulations
 - Herbs commonly used in pediatrics
 - Popular herbs used in menopause

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor’s discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN133C Nursing Across the Lifespan I

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course is designed to provide the student with a broad base of knowledge of selected diseases and disorders which affect individuals as they move along the wellness/ illness continuum. Emphasis will be placed on using the nursing process to meet the unique needs of each client, family, and/or support system during disruptions of health with the goal of returning the individual to an optimal level of wellness or to support them in managing illnesses. The concept of cultural competence is presented with its application in creating a healing environment to provide nursing care in congruence with the culture, religion, and spiritual beliefs of adults with medical- surgical illness based on Watson's human caring theory. Course content includes the basic pathophysiology within selected biological system disorders. The core competencies of the National League for Nursing (NLN), are emphasized with a focus on evidence-based practice and the assessment of medication effectiveness for the restoration and maintenance of health.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Relate evidence-based standards to use of the nursing process for safe, quality care and improved health outcomes. (SLO #2, 3, 5)
2. Identify clients' needs in congruence with their cultural and spiritual beliefs, values, and customs. (SLO #1, 2, 3, 5, 6)
3. Explain principles of therapeutic interventions to meet client healthcare needs within Maslow's Hierarchy of Needs. (SLO #2, 3, 5, 6)
4. Distinguish legal and ethical implications in client care within the scope of practice for practical nurses. (SLO #2, 3, 5)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II
PN122L Pharmacology
PN123L Life Span Growth and Development
PN125L Nursing Clinical II

CONTACT HOURS

90 Contact Hours (80 Lecture Hours and 10 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

- Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9
- Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A
- Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition Mosby. Flesch-Kincaid Grade Reading Level: N/A
- Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0
- Pagana, K., Pagana, T. & Pagana T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A
- Williams, L.S., Hopper, P. D. (2019). *Understanding Medical-Surgical Nursing with Davis Plus*, 6th Edition. F.A. Davis. Reading Grade Level: 11.0

SUPPLEMENTAL RESOURCES

- Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Adult Medical Surgical Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

- Assessment Technologies Institute (ATI)
Career Edge
Electronic Medical Record – Sim Chart® access code provided to student
Elsevier Adaptive Quizzing
Davis Edge/Davis Plus

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Assessment Criteria & Method of Evaluating Students**Grade Distribution**

Exams	50%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
Midterm	15%
Final Exam	25%
Total	100%

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a cut score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the cut score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. The student will have seven (7) points deducted from the earned grade. If the student delays the make-up to the next day, the student will have ten (10) points deducted from the earned assessment score. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

- Understanding health care issues
- Critical thinking skills and the nursing process
- Evidence-based practice: levels of evidence
- Quality improvement and outcomes measurement
- Health literacy and *Healthy People 2020*
- Bioethical issues and ethical decision-making process
- Legal concepts: mandatory reporting, human trafficking
- Cultural and spirituality influences on nursing care and the delivery of individualized, holistic care
- Jean Watson's Caritas Processes – Creating Healing Environment
- Fluid and electrolyte, acid-base balance, and IV therapy
- Nursing care of clients having surgery
 - Gerontological issues – Stress in the older adult
 - Admission to the perianesthesia care unit
 - Postoperative pain management
 - Quality improvement measure for care of the surgical client
- Maslow's Hierarchy of Needs – Physiological and safety needs
- Nursing care of clients with cardiovascular disorders
 - Gerontological issues – Managing antihypertensive therapy
 - Client education on health promotion and lifestyle changes
 - Quality Improvement (QI) – Smoking cessation education provided prior to discharge
- Nursing Care of Clients with Occlusive Cardiovascular Disorders and Cardiac Arrhythmias
 - Acute coronary syndrome: unstable angina and myocardial infarction
 - Women and heart disease
 - Client education and cardiac rehabilitation

- Nursing care of clients with heart failure
 - Jean Watson's Caritas Processes: Practicing human compassion
 - Client and family teaching for health promotion and maintenance
- Nursing care of clients with upper /lower gastrointestinal (GI), hepatic, pancreas, and gallbladder disorders
 - GERD, Ulcers
- Nursing care of clients with genitourinary and renal disease
 - Hemodialysis and peritoneal dialysis
 - Gerontological issues – Age-related renal changes
- Nursing care of clients with respiratory disease
 - Smoking cessation interventions
 - Client education for breathing exercises and incentive spirometry
 - Chest drainage systems operation and trouble-shooting
 - Nursing care of clients on mechanical ventilation
- Nursing care of clients with endocrine disorders
- Diabetes self-management education
- Nursing care of clients with reproductive system disorders
 - Female and male reproductive systems
 - Breast cancer and surgery

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN134C Nursing Clinical III

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This Clinical Experience integrates elements of Medical Surgical Nursing, Mental Health Nursing, and Maternal-Child / Pediatric Nursing. Clinical rotations provide students the opportunity to deliver direct client care, as well as observation experiences in a variety of healthcare settings that include sub-acute, mental health, pediatric, and maternal newborn. Clinical experiences focus on the nursing process to contribute to the client's plan of care, data collection/ focused assessment, documentation, wound care, medication administration, and discharge teaching for the client and family. Watson's human caring theory of nursing serves as a foundation to provide individualized, culturally competent nursing care and health teaching in congruence with the client's values, culture, religion, and health beliefs. The National League for Nursing's (NLN) core competencies are used for students to continue to develop clinical judgment skills with an emphasis on quality improvement. *Clinical competencies must be successfully completed to receive a passing grade for this course.*

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Provide holistic, individualized patient-centered care focusing on caring behaviors and client preferences. (SLO #1, 2, 3)
2. Apply higher level skills and nursing interventions for clients in a variety of healthcare environments. (SLO #1, 2, 3, 6)
3. Identify barriers to effective therapeutic communication when interacting with clients and families. (SLO #1, 2, 4)
4. Demonstrate understanding of the roles, responsibilities, and scope of practice of other members of the healthcare team. (SLO #3, 5)
5. Define the quality improvement process. (SLO #2, 3)
6. Identify the health education needs of the client in collaboration with the interdisciplinary healthcare team that will address the discharge plan of care. (SLO #2, 3, 4, 5, 6)
7. Use the electronic health record (EHR) to document and communicate health teaching to meet the healthcare needs of the client. (SLO #2, 3, 4)
8. Implement safety standards of nursing practice and the National Patient Safety Goals in the care of the adult and pediatric client. (SLO #2, 3, 6)
9. Demonstrate ethical/legal considerations and best practice guidelines within the scope of nursing for LPN. (SLO #2, 3)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II
PN122L Pharmacology
PN123L Life Span Growth and Development
PN125L Nursing Clinical II

CONTACT HOURS

200 Contact Hours (200 Clinical Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

- Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9
- Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A
- Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition. Mosby. Flesch-Kincaid Grade Reading Level: N/A
- Morrison-Valfre, M. (2021). *Foundations of Mental Health Care*, 7th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 12
- Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0
- Pagana, K., Pagana, T. & Pagana, T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Polan, E. and Taylor, D. (2019). *Journey Across the Life Span: Human Development and Health Promotion*, 6th edition. F.A. Davis. Flesch-Kincaid Grade Reading Level: 11.0
- Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A
- Williams, L.S., Hopper, P. D. (2019). *Understanding Medical-Surgical Nursing with Davis Plus*, 6th Edition. F.A. Davis. Reading Grade Level: 11.0

SUPPLEMENTAL RESOURCES

- Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Adult Medical Surgical Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Maternal and Newborn Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Mental Health Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
- Assessment Technologies Institute. (2020). *PN Nursing Care of Children*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)
 Career Edge
 Electronic Medical Record – Sim Chart® access code provided to student
 Elsevier Adaptive Quizzing
 Davis Edge/Davis Plus

INSTRUCTIONAL METHODS

Hands on training by a Registered Nurse and specific observational experiences may be included. Selected assignments in the clinical setting, pre and post conferences and utilization of multimedia materials.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS**Grade Distribution**

Clinical performance grade	75%
Written assignments	25%
Total	100%

The clinical grade stands alone as a separate grade. A score of 75% or above is required to successfully complete the clinical course. Not maintaining the score (75%) during the quarter will place the student on clinical probation. Not achieving the 75% score for the course will result in the student having to repeat the entire Clinical III course. Students who do not achieve the 75% score in Clinical III will have one additional opportunity to successfully complete the course.

- I. Clinical Performance Grade: Performance points are awarded for each clinical specified by the instructor. A percentage grade for performance is computed at the end of the course. (Total points earned are divided by number of weekly written grades.)

Performance is evaluated on the following criteria:

1. Logically and accurately planning client care
2. Evidence Based Practice
3. Documentation
4. Client knowledge
5. Skill presentation and therapeutic interventions
6. Safety and clinical judgment
7. Interpersonal communication
8. Adherence to policies and procedures

- II. Written Assignment: Care plans are required for each patient assigned. Individual care plan grades and/or instructor assigned projects/papers are averaged together for one weekly written grade (average). A percentage grade for written work is computed at the

end of the course. (Total points earned for the weekly grades are divided by the number of weekly written grades.)

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

If a student is unable to attend a clinical session, the student must notify the clinical faculty and/or designated person facilitating the clinical session prior to the start of the clinical day. There is limited ability to provide opportunities for students to make-up clinical hours. Completion of assigned clinical make-up sessions and related assignments are required to complete the course.

Make-up Assessments & Assignments

It is the students' responsibility to seek the instructor's guidance at the time when a problem area is initially encountered, not after receiving an unsatisfactory grade. Arrangements for the special tutoring must be made with the appropriate educational staff, i.e. instructor, education supervisor or Director of Nursing. Make up work, instructor guidance, and special tutoring is provided at no additional cost to the student.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Bio-psycho-social, cultural and spiritual needs of clients of all ages based upon data collected
- Plan of the care to their clients in a variety of settings

- Safe administration of medications
- Participation in health teaching for the client, family and/or significant other
- Identify the community resources available to the client
- Beginning preparation to transition into the role as a graduate practical nurse.
- Significance of multidisciplinary approach to client teaching in order to meet the client's needs.
- The role of the multidisciplinary caregivers involved in providing a holistic approach to the client's care.
- Culturally competent care to clients experiencing problems with mental health issues.
- Culturally competent care to clients/families in child bearing years.
- Appropriate documentation and communication skills.

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio Development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN241C Nursing Across the Lifespan II

Faculty Information

Name: _____

Phone Number: _____

Email: _____

Office Hours: _____

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course is a continuation of Nursing Across the Lifespan I and provides students the opportunity to gain an advanced level of understanding related to evidence-based nursing care to improve client outcomes. Course content focuses on the nursing care delivery for adult clients living with medical-surgical illnesses. Multi-system disorders are integrated throughout this course to provide students with a comprehensive understanding of alterations in health. Cultural and ethnic implications and variations provide students with a holistic perspective of authentic listening and presence based on Watson's human caring theory. Course content includes the basic pathophysiology within selected biological system disorders. The needs of clients with a variety of health alterations provides students with the knowledge to deliver safe, quality nursing care based on the core competencies of the National League for Nursing (NLN).

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Analyze priorities of nursing care for the adult client with medical surgical disorders according to evidence-based practice and standards. (SLO #2, 3, 5)
2. Compare and contrast individual health teaching needs for clients of diverse cultural, spiritual beliefs, values, and customs. (SLO #1, 2, 3, 5, 6)
3. Distinguish effective nursing interventions and health teaching to meet the healthcare needs for clients with acute and chronic illnesses within Maslow's Hierarchy of Needs. (SLO #2, 3, 5, 6)
4. Integrate legal and ethical principles for the care of medical-surgical clients. (SLO #2, 3, 4)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II
PN122L Pharmacology
PN123L Life Span Growth and Development
PN125L Nursing Clinical II
PN131L Mental Health Nursing
PN132L Maternal Pediatric Nursing

PN133L Medical-Surgical Nursing I
PN134L Nursing Clinical III

CONTACT HOURS

130 Contact Hours (120 Lecture Hours and 10 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9

Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*, 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A

Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition Mosby. Flesch-Kincaid Grade Reading Level: N/A

Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0

Pagana, K., Pagana, T. & Pagana, T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

Williams, L.S., Hopper, P. D. (2019). *Understanding Medical-Surgical Nursing with Davis Plus*, 6th Edition. F.A. Davis. Reading Grade Level: 11.0

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *PN Adult Medical Surgical Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)

Career Edge

Electronic Medical Record – Sim Chart® access code provided to student

Elsevier Adaptive Quizzing

Davis Edge/Davis Plus

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity.

The use of the campus "Learning Resource Center" will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional

face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Exams	50%
Laboratory/ Simulation activity	5%
Out of class assignments, quizzes, written assignments	5%
ATI Medical-Surgical Exam	10%
ATI Pharmacology	10%
Final Exam	20%
Total	100%

ATI Medical-Surgical Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepare for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

ATI Pharmacology Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepared for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a cut score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the cut score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. The student will have seven (7) points deducted from the earned grade. If the student delays the make-up to the next day, the student will have ten (10) points deducted from the earned assessment score. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

In relation to the disease processes covered in this course the following will be included:

- Nursing care of clients in pain
 - Opioid addiction
 - Patient-controlled analgesia (PCA)
 - Nonpharmacological therapies
 - Client education: patient-centered approach in managing pain
 - Cultural and spirituality influences on pain experiences
- The National League for Nursing (NLN) *Nursing Judgment*
- Nursing care of clients with infections
 - Community infections
 - Antibiotic-resistant infections

- Clostridium difficile (C-diff)
- Sepsis
- Nursing care of clients with immune system disorders
 - Aging and the immune system
 - Allergies: allergen immunotherapy for desensitization
 - Health education for food allergies
- Nursing care of clients with HIV/AIDS
 - Opportunistic infections associated with HIV
 - Client education: prevention of transmission
 - Nutrition deficiency in clients with HIV/AIDS
- Maslow's Hierarchy of Needs – Safety, physiological, and love/belonging needs
- Jean Watson's Caritas Processes – Authentically Listening
- Nursing care of clients with cancer
 - Chemotherapy
 - Survivorship
- Jean Watson's Caritas Processes: Being Authentically Present
- Nursing care of clients with hematologic disorders
 - Risk factors and cultural considerations
 - Sickle cell anemia, hemophilia, leukemia, myeloma, lymphomas
- Nursing care of clients with musculoskeletal and connective tissue disorders
 - Client education after total hip replacement
 - Osteoporosis; osteomyelitis
 - Bone cancer
 - Amputation
 - Connective tissue disorders: gout, arthritis
- Nursing care of clients with central/ peripheral nervous system disorders
 - Cranial nerves
 - Aging and the nervous system
 - Increased intracranial pressure (ICP)
 - Seizures
 - Brain tumors and surgery
 - Herniated disk and surgery
 - Neurodegenerative disorders: dementia, Alzheimer disease
 - Parkinson's disease
 - Multiple sclerosis
 - Myasthenia gravis
 - Amyotrophic lateral sclerosis (ALS, Lou Gehrig's disease)
 - Guillain-Barre syndrome
- Nursing care of clients with cerebrovascular disorders
- Cerebrovascular accident (CVA)
- Hemorrhagic stroke
- Client and family teaching for long-term effects of stroke
- Nursing care of clients with sensory system disorders – Vision and hearing
 - Ototoxic drugs
- Nursing care of clients with skin disorders
 - Malignant skin lesions
 - Quality Improvement (QI): prevalence study for pressure ulcers and staff education plan

- Wound vac
- Nursing care of the patient with burns
 - Skin grafting
- Emergency care, trauma, and bioterrorism
- Nursing care of clients in shock

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN242C Professional Development

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This course is designed to prepare the student for the role transition to Licensed Practical Nurse. Topics in professionalism include the responsibility of licensure, the importance of continuing education, concepts of management and supervision of client care, conflict resolution, communication through informatics, and the involvement in nursing organizations. State Board of Nursing regulations and Practical Nursing Standards of Practice will also be discussed. Disaster Preparedness Nursing and the Licensed Practical Nurse's role along with Bioterrorism issues will be included. Watson's theory of nursing guides the student in self-care and to understand the responsibility of nurses to advocate for and practice ethical human caring of clients. Emphasis is placed on the National League for Nursing's (NLN) core competencies related to development of professional identity and the application of quality improvement, nursing standards, and practice guidelines as a basis for clinical judgment. Learning activities to promote preparation of NCLEX testing are integrated throughout the course.

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Integrate the use of evidence-based practice and continuous quality improvement to deliver safe patient-centered care. (SLO #2, 3, 5, 6)
2. Define strategies to effectively manage conflict resolution for safe delivery of client care. (SLO #1, 2, 3, 4, 5)
3. Explain the use of nursing informatics in communicating client data to the healthcare team. (SLO #2, 3, 4, 5)
4. Discuss the legal, ethical, and professional responsibilities of the Practical Nurse in regards to the scope of practice as outlined in the State Nurse Practice Act. (SLO #2, 3)
5. Contrast the difference between leadership and management roles in healthcare. (SLO #1, 2, 3, 4, 5)
6. Prepare for the NCLEX-PN exam with the implementation of NCLEX resource materials. (SLO #2, 3)

Prerequisite(s)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II

PN122L Pharmacology
PN123L Life Span Growth and Development
PN125L Nursing Clinical II
PN131L Mental Health Nursing
PN132L Maternal Pediatric Nursing
PN134L Nursing Clinical III
PN133L Medical-Surgical Nursing I

CONTACT HOURS

45 Contact Hours (45 Lecture Hours and 0 Lab Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

Knecht, P. (2021). *Success in Practical/Vocational Nursing: From Student to Leader*. 9th edition. Elsevier. Flesch-Kincaid Grade Reading Level: 10.0

Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2019). *Fundamentals for Nursing*. 10th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2020). *Leadership and Management*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2020). *PN Adult Medical Surgical Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2020). *PN Maternal and Newborn Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2020). *PN Mental Health Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A
Assessment Technologies Institute. (2020). *PN Nursing Care of Children*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)
Career Edge
Electronic Medical Record – Sim Chart® access code provided to student
Elsevier Adaptive Quizzing

INSTRUCTIONAL METHODS

A variety of teaching strategies will be used throughout this course. These may include, but are not limited to daily lectures, classroom discussions, simulations, case studies, classroom/laboratory exercises, demonstrations, and assessments. The use of multimedia such as audio visual aids and internet sites may be inserted as appropriate during each teaching-learning activity. The use of the campus “Learning Resource Center” will also be used as appropriate to complete assigned research.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Exams	5%
Out of class assignments, quizzes, written assignments	5%
ATI Management Exam	10%
Virtual ATI	20%
ATI Comprehensive Predictor Exam	50%
ATI Comp Exam Remediation	10%
Total	100%

ATI Management Exam

These ATI content exams are placed throughout the courses. They are designed to help the student prepare for the NCLEX-PN exam. After each exam the student will be meeting with the faculty to discuss their progress. A scale will be posted that will correlate the grade received for the exams.

Comprehensive Predictor Exam*

This test predicts the probability of passing NCLEX. It is designed to help the student prepare for the NCLEX-PN exam.

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a cut score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the cut score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Students are encouraged to meet with their instructors during office hours immediately following an absence.

Make-up Assessments & Assignments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. Any student who misses an examination is required to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score. If the student does not make up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class and an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up that assessment. The student will have seven (7) points deducted from the earned grade. If the student delays the make-up to the next day, the student will have ten (10) points deducted from the earned assessment score. Any further delay will result in a zero (0) for the exam.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Community resources
 - Social media (electronic media) and social networking, internet resources
- Maslow's Hierarchy of Needs and the role of community resources – Physiological, safety, and love/belonging needs
- Ethics applied to nursing
 - American Nurses Association (ANA) Code of Ethics
 - NAPNES/NFLPN Code for LPNs
 - Integration of ethical concepts into clinical practice
 - Spirituality and terminally ill clients
- Jean Watson's Caritas Processes – Opening and Attending to One's Spiritual Needs
- Legal aspects of nursing

- Responsibility of State Boards of Nursing:
 - Protection of the public's health by assuring nurses provide safe, competent care.
- End-of-life issues
 - Patient self-determination act
 - Advanced directives and do-not-resuscitate order
 - Physician-assisted suicide and euthanasia
 - Organ donation
- Assertiveness communication
 - Guidelines for moving toward assertiveness and problem-solving steps
- The interdisciplinary health care team: The role of the Practical/Vocational Nurse
 - Transfer to different levels of care
 - Discharge planning
 - Patient-centered / relationship-centered care
- The National League for Nursing (NLN) *Professional Identity*
- Collaboration – Leading and managing
 - Organizational mission and role of LPNs for quality improvement (QI) and patient outcomes
 - Charge nurse role of LPNs
 - Reflections on personal leadership style
- Workforce trends and employment for Licensed Practical Nurses
 - Job settings and options
 - References, networking, interviews
 - NCSBN *Transition to Practice* model
 - Continuing education and life-long learning
- Maslow's Hierarchy of Needs – Esteem needs
- Licensure and Regulation – Becoming Licensed and Understanding Your State Nurse Practice Act
 - Variability of State's Nurse Practice Act applicable to LPNs
 - Overview of licensure application process
- Disaster planning and emergency response
 - Clinical decision-making and critical thinking for emergency response plan
 - Use of nursing informatics to communicate client data to the healthcare team
 - Nursing role in security plan
- Civility Seminar
 - Aggressiveness and work-related issues
 - Sexual harassment
 - Lateral violence/hostility/bullying versus vertical violence/hostility
 - Incivility and interpersonal issues
 - Self-awareness and reflections
- NCLEX Preparation
 - Assessment Technologies Institute (ATI) – Virtual ATI (VATI) NCLEX-PN resources
 - Overview of VATI program
 - Grading rubric for VATI assessments
 - Comprehensive Predictor and additional support resources

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

Syllabus Syllabus

PN243C Nursing Clinical IV

Faculty Information

Name:

Phone Number:

Email:

Office Hours:

FACULTY

To be announced upon onset of course.

COURSE DESCRIPTION

This Clinical Experience is a culmination of previous clinical courses with a focus on holistic, individualized care of the client. Clinical rotations provide students the opportunity to care for clients of all ages in various healthcare settings. Clinical experiences focus on the nursing process to evaluate the client's response to the plan of care, data collection/ focused assessment, documentation, medication administration, and health teaching for the client and family. The focus is on the individual as a client within the context of the family and community and the importance of health promotion using Watson's human caring theory of nursing. Students develop an exemplar to demonstrate application of Watson's caring theory to client care delivery. The National League for Nursing's (NLN) core competencies are used for students to continue to develop competency in prioritization and clinical judgment, communication, providing client education, and facilitating continuity of care following discharge. Intravenous (IV) therapy education sessions include a review of IV therapy concepts covered throughout the curriculum, roles and responsibilities of the practical nurse in monitoring and maintenance of IV therapy, as well as skills validation for care of clients receiving IV therapy. A leadership experience is incorporated into this clinical course to prepare graduates for the charge nurse role for LPNs. *Clinical competencies must be successfully completed to receive a passing grade for this course.*

PHILOSOPHICAL BELIEFS

- The role of Faculty is to facilitate learning, provide structure, provide encouragement, encourage professionalism and encourage growth.
- The role of Student is to assume responsibility of learning, to seek learning, strive for success, communicate needs, develop growth and celebrate success.
- Learning is a life-long process, which results in a change of behavior, attitude or thought pattern. Students learn by discovery and active participation. Faculty facilitates learning and provides structure in which the student assumes the responsibility of learning.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course the student will:

1. Employ a team approach when providing patient-centered care and health education. (SLO #1, 2, 3, 4, 5)
2. Discuss Watson's concept of human caring that promotes holistic, meaningful care for the client. (SLO #1, 2, 3, 5)
3. Identify quality improvement indicators and discuss the implications for assigned clients. (SLO #2, 3)
4. Analyze effective therapeutic communication when interacting with peers, coworkers, clients, families, and clinical instructor. (SLO #1, 2, 4)
5. Collaborate with members of the healthcare team and client/family in the development and evaluation of the plan of care. (SLO #2, 3, 4, 5)
6. Collaborate with the healthcare team to adapt the plan of care interventions in congruence with the client's cultural and spiritual beliefs, health values, and personal preferences. (SLO #1, 2, 3, 4, 5)

7. Apply evidence-based principles in clinical decision-making for nursing interventions of the medical-surgical adult client. (SLO #2, 3, 5)
8. Compare the various leadership and management roles within a healthcare facility. (SLO #3, 4, 5)
9. Demonstrate adherence to the Code of Ethics, National Patient Safety Goals, and Standards of Care in providing care to clients in the sub-acute environment. (SLO #2, 3, 6)

PREREQUISITE(S)

PN111L Human Anatomy & Physiology
PN112L Nursing Fundamentals I
PN113L Professional Awareness
PN114L Nursing Clinical I
PN121L Nursing Fundamentals II
PN122L Pharmacology
PN123L Life Span Growth and Development
PN125L Nursing Clinical II
PN131L Mental Health Nursing
PN132L Maternal Pediatric Nursing
PN133L Medical Surgical Nursing I
PN134L Nursing Clinical III

CONTACT HOURS

220 Contact Hours (220 Clinical Hours)

INSTRUCTIONAL MATERIALS AND REFERENCES

- Clayton, B., Willihnganz, M. (2019). *Basic Pharmacology for Nurses with EAQ*. 18th edition. Mosby. Flesch-Kincaid Grade Reading Level: 12.9
- Independent Editors. (2021/2021). *Taber's 24th Edition with Davis Drug Guide*. 17th edition. FA Davis. Flesch-Kincaid Grade Reading Level: N/A
- Ladwig, G. B., Ackley, B. J. (2019). *Mosby's Guide to Nursing Diagnosis*, 6th edition. Mosby. Flesch-Kincaid Grade Reading Level: N/A
- Mosby. (2017). *Mosby's PDQ for the LPN*, 4th Edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Ogden, S. J. (2020). *Calculations of Drug Dosages: An Interactive Workbook*, 11th Edition. Mosby. Flesch-Kincaid Grade Reading Level: 11.0
- Pagana, K., Pagana, T. & Pagana, T. (2021). *Mosby's Diagnostic and Laboratory Tests*, 15th edition. Elsevier. Flesch-Kincaid Grade Reading Level: N/A
- Silvestri, L. A. (2021). *Saunders Comprehensive Review for the NCLEX-PN® Examination with EAQ*. 8th Edition. Saunders. Flesch-Kincaid Grade Reading Level: N/A
- Williams, L.S., Hopper, P. D. (2019). *Understanding Medical-Surgical Nursing with Davis Plus*, 6th Edition. F.A. Davis. Reading Grade Level: 11.0

SUPPLEMENTAL RESOURCES

Assessment Technologies Institute. (2020). *Leadership and Management*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2019). *Nutrition for Nursing*. 7th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *PN Pharmacology for Nursing*. 8th edition. Flesch-Kincaid Grade Reading Level: N/A

Assessment Technologies Institute. (2020). *PN Adult Medical Surgical Nursing*. 11th edition. Flesch-Kincaid Grade Reading Level: N/A

COURSEWARE REQUIRED

Assessment Technologies Institute (ATI)

Career Edge

Electronic Medical Record – Sim Chart® access code provided to student

Elsevier Adaptive Quizzing

Davis Edge/Davis Plus

INSTRUCTIONAL METHODS

Hands on training by a Registered Nurse and specific observational experiences may be included. Selected assignments in the clinical setting, pre and post conferences and utilization of multimedia material.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Grade Distribution

Clinical performance grade	75%
Written assignments	25%
Total	100%

The clinical grade stands alone as a separate grade. A score of 75% or above is required to successfully complete the clinical course. Not maintaining the score (75%) during the quarter will place the student on clinical probation. Not achieving the 75% score for the course will result in the student having to repeat the entire Clinical IV course. Students who do not achieve the 75% score in Clinical IV will have one additional opportunity to successfully complete the course.

- I. Clinical Performance Grade: Performance points are awarded for each clinical specified by the instructor. A percentage grade for performance is computed at the end of the course. (Total points earned are divided by number of weekly written grades.)

Performance is evaluated on the following criteria:

1. Logically and accurately planning client care
2. Evidence Based Practice
3. Documentation
4. Client knowledge
5. Skill presentation and therapeutic interventions
6. Safety and clinical judgment
7. Interpersonal communication

8. Adherence to policies and procedures

- II. **Written Assignment:** Care plans are required for each patient assigned. Individual care plan grades and/or instructor assigned projects/papers are averaged together for one weekly written grade (average). A percentage grade for written work is computed at the end of the course. (Total points earned for the weekly grades are divided by the number of weekly written grades.)

Out-of-Class Assignments

Out-of-Class Assignments are an extension of the classroom/laboratory experience and provide an opportunity for students to research, apply, or practice concepts learned in the classroom. This type of reinforcement strengthens a student's understanding of course competencies. While the type of assignments and time require will vary from course to course and student to student, each student will be required to complete out-of-class assignments which will be included as part of the course final evaluation.

Professionalism

Students are expected to come each week prepared to contribute their knowledge and insights. We will all learn from each other. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates and generally contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity and consideration of other people's concerns are essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

GRADING POLICY

Please refer to the campus catalog, and corresponding addendum, for the most current grading policy and grade scale.

A student earning a score of 75 or above is considered to have successfully completed the course and is eligible to pursue further studies. A student receiving a score of 74 or below has not successfully completed a course. A course that is not successfully completed must be repeated and the score of 75 achieved to meet graduation requirements.

ATTENDANCE POLICY

The technical nature of the training and graduate employability goals of the programs offered requires that students attend clinical on a regular basis. Consequently, the school's attendance policy will be strictly enforced.

If a student is unable to attend a clinical session, the student must notify the clinical faculty and/or designated person facilitating the clinical session prior to the start of the clinical day. There is limited ability to provide opportunities for students to make-up clinical hours. Completion of assigned clinical make-up sessions and related assignments are required to complete the course.

Make-up Assessments & Assignments

It is the students' responsibility to seek the instructor's guidance at the time when a problem area is initially encountered, not after receiving an unsatisfactory grade. Arrangements for the special tutoring must be made with the appropriate educational staff, i.e. instructor, education supervisor or Director of Nursing. Make up work, instructor guidance, and special tutoring is provided at no additional cost to the student.

TOPICAL OUTLINE

Topics will include but may not be limited to those listed below.

- Bio-psycho-social, cultural and spiritual needs of clients of all ages based upon data collected
- Plan of the care to their clients in a variety of settings
- Safe administration of medications
- Participation in health teaching for the client, family and/or significant other
- Prepare to transition into the role as a graduate practical nurse
- Identify the community resources available to the client
- Significance of the multidisciplinary approach with the client
- Multidisciplinary caregivers involved in providing a holistic approach to the client's care
- Appropriate documentation and communication skills

STUDENT CENTERED LEARNING ACTIVITIES

The following activities and projects selected for this course are targeted to encourage active student participation in class and provoke critical thinking skills required for the workplace. They will be incorporated at the instructor's discretion.

- Simulations, role play
- Group discussion
- Peer mentoring of other students
- Internet research and computer based learning and reporting
- Portfolio Development
- Cooperative Learning Groups
- Think-Pair-Share

DATE SYLLABUS WAS LAST REVIEWED

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE**PN 111C Human Anatomy & Physiology****COURSE STUDENT LEARNING OBJECTIVES**

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Recognize the meaning of various prefixes, word roots and suffixes to assist in understanding medical terminology.
2. Describe the human body's level of organization of molecules to tissue, to organs, and to organization of systems.
3. Describe the human body's mechanism to maintain homeostasis.
4. Apply knowledge of anatomy and physiology to understand pathophysiology.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

120 Contact Hours (120 Lecture Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #1 (5 days: Mon-Fri)	Course Objectives 1, 2, 3	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p align="center"><u>Foundational Topics</u></p> <ul style="list-style-type: none"> • Medical Terminology • Abbreviations • Math/Time 	<p>Readings: Chabner, D. (2018). <i>Medical Terminology: A Short Course, 8th Edition</i>. Saunders Publication, Inc.</p> <p>Homework: Introduction assignment: <i>Myself</i> Medical terminology assignments Math/time practice assignments</p>	
Week #2 (5 days: Mon-Fri)	Course Objectives 1, 2, 3	<p align="center"><u>Introduction to the Body</u></p> <ul style="list-style-type: none"> • Scientific method • Levels of organization • Anatomical position, directions, and planes of the body • Body cavities and regions • Balance of body functions: concept of homeostasis <p align="center"><u>Chemistry of Life</u></p> <ul style="list-style-type: none"> • Levels of chemical organization • Chemical bonding • Intro to inorganic chemistry <ul style="list-style-type: none"> • Water, acids, bases, and salts • Intro to organic chemistry <ul style="list-style-type: none"> • Carbohydrates, lipids, proteins, nucleic acids • Clinical Applications of Chemistry 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 1-4</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 1-4</p>	

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #2 (continued) (5 days: Mon-Fri)		<p align="center"><u>Cells</u></p> <ul style="list-style-type: none"> • Overview of cells • Relationship of cell structure and function • Movement of substances through cell membranes • Cell growth and reproduction <p align="center"><u>Tissues</u></p> <ul style="list-style-type: none"> • Levels of chemical organization • Chemical bonding • Intro to inorganic chemistry <ul style="list-style-type: none"> • Water, acids, bases, and salts • Intro to organic chemistry <ul style="list-style-type: none"> • Carbohydrates, lipids, proteins, nucleic acids • Clinical Applications of Chemistry 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 1-4</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 1-4</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #3	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Organ Systems</u></p> <ul style="list-style-type: none"> • Overview of organ systems of the body • Body as a whole <ul style="list-style-type: none"> • Homeostasis • Applying organ system concepts • Organ replacement <p align="center"><u>Mechanisms of Disease</u></p> <ul style="list-style-type: none"> • Disease terminology • Patterns of disease • Pathophysiology • Pathogenic organisms and particles • Prevention and control • Tumors and cancer • Inflammation <p align="center"><u>Skin and Membranes</u></p> <ul style="list-style-type: none"> • Body membranes • Skin structure • Functions of the skin • Disorders of the skin <ul style="list-style-type: none"> • Skin lesions, burns, skin infections, vascular and inflammatory skin disorders, skin cancer 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 5-7</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 5-7</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #4	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Skeletal System</u></p> <ul style="list-style-type: none"> • Functions of the skeletal system • Gross structure of bones • Microscopic structure of bone • Bone development • Axial skeleton • Appendicular skeleton • Skeleton variations • Joints • Skeletal disorders: <ul style="list-style-type: none"> • Tumors, metabolic bone disease, bone infection, bone fractures, joint disorders <p align="center"><u>Muscular System</u></p> <ul style="list-style-type: none"> • Types of muscle tissue • Structure and functions of skeletal muscle • Motor unit and muscle stimulus • Types of muscle contraction • Effects of exercise on skeletal muscles • Movements produced by muscles • Skeletal muscle groups • Muscular disorders: <ul style="list-style-type: none"> • Muscle injury, muscle infections, muscular dystrophy, myasthenia gravis • Application of skills: Musculoskeletal System 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 8-9</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 8-9</p>	<p>Laboratory activity: <u>Musculoskeletal System:</u></p> <ul style="list-style-type: none"> • Labeling anatomy parts and functions • Illustration of joint and extremity movements

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #5	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>Nervous System</u></p> <ul style="list-style-type: none"> • Organs and divisions of the nervous system • Cells of the nervous system • Nerves and tracts • Nerve signals • Central nervous system <ul style="list-style-type: none"> • Neurotransmitter: antidepressants, Parkinson's, Stroke • Peripheral nervous system <ul style="list-style-type: none"> • Clinical application: lumbar puncture • Peripheral nerve disorders: <ul style="list-style-type: none"> • Neuritis, sciatica, neuralgia, trigeminal neuralgia, Bell's palsy, herpes zoster (shingles) • Autonomic nervous system <ul style="list-style-type: none"> • Stress-induced disease <p style="text-align: center;"><u>Senses</u></p> <ul style="list-style-type: none"> • Classification of senses • Sensory pathways • General Senses and modes of sensation <ul style="list-style-type: none"> • Clinical application: referred pain • Special sense <ul style="list-style-type: none"> • Visual acuity • Hearing and Equilibrium • Integration of senses <p>• Application of skills: Nervous System</p>	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 10-11</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 10-11</p>	<p>Laboratory activity: <u>Nervous System:</u></p> <ul style="list-style-type: none"> • Labeling anatomy parts and functions • Illustration of lobes of the brain functions

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #6	Course Objectives 1, 2, 3, 4	<p align="center"><u>Endocrine System</u></p> <ul style="list-style-type: none"> • Endocrine glands: <ul style="list-style-type: none"> • Mechanisms of hormone actions • Regulation of hormone secretions • Mechanisms of endocrine disease • Prostaglandins • Pituitary gland <ul style="list-style-type: none"> • Anterior pituitary: gigantism, acromegaly • Posterior pituitary: Antidiuretic hormone (ADH) and diabetes insipidus, oxytocin • Hypothalamus • Thyroid gland hormones and Calcitonin, Parathyroid glands • Adrenal glands <ul style="list-style-type: none"> • Adrenal cortex: aldosterone, cortisol • Adrenal medulla: epinephrine, norepinephrine • Cushing's syndrome, Addison's disease • Pancreatic islets and diabetes mellitus • Female sex glands: estrogen, progesterone • Male sex glands: testosterone • Thymus: thymosin and T cells • Placenta: chorionic gonadotropins • Pineal gland: melatonin • Endocrine functions throughout the body <ul style="list-style-type: none"> • Atrial natriuretic hormone (ANH) 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 12</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 12</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #7	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Blood</u></p> <ul style="list-style-type: none"> • Blood composition: plasma and classes of blood cells <ul style="list-style-type: none"> • Clinical application: cardiac blood tests • Mechanisms of blood disease <ul style="list-style-type: none"> • Hematopoiesis and bone marrow transplant • Red blood cells, blood types, and labs <ul style="list-style-type: none"> • Red blood cell disorders: polycythemia, anemias • White blood cells and labs <ul style="list-style-type: none"> • White blood cell disorders: multiple myeloma, leukemias, infectious mononucleosis • Platelets, blood clotting, and labs <ul style="list-style-type: none"> • Clotting disorders: thrombus/embolus, anticoagulant therapy, hemophilia, thrombocytopenia, vitamin K deficiency <p align="center"><u>Lymphatic System and Immunity</u></p> <ul style="list-style-type: none"> • Lymphatic system: lymph and lymphatic vessels • Lymphoid organs: lymph nodes, thymus, spleen, Hodgkin's lymphoma <ul style="list-style-type: none"> • Clinical application: lymphedema after breast surgery • Immune system: innate versus adaptive immunity <ul style="list-style-type: none"> • Inflammatory response • Immune system molecules: cytokines, antibodies • Immune system cells: Phagocytosis, lymphocytes • Hypersensitivity of the immune system: allergy, autoimmunity • Immune system deficiency: HIV/ AIDS 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 13, 16</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 13, 16</p>	

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #8	Course Objectives 1, 2, 3, 4	<p align="center"><u>Heart</u></p> <ul style="list-style-type: none"> • Location and functional anatomy of the heart <ul style="list-style-type: none"> • Pericardium and pericarditis • Heart valves: valve stenosis, valve prolapse, echocardiogram • Heart sounds: murmurs • Blood flow circulation through heart: pulmonary and systemic • Blood supply to heart muscle: coronary arteries circulation <ul style="list-style-type: none"> • Angina pectoris, angiography • Cardiac cycle: systole and diastole • Electrical activity of the heart: conduction system, EKG, dysrhythmias • Cardiac output: heart rate, stroke volume, heart failure <p align="center"><u>Circulation of Blood</u></p> <ul style="list-style-type: none"> • Blood vessels layers and types • Disorders of arterial blood vessels: arteriosclerosis, aneurysm <ul style="list-style-type: none"> • Clinical application: Raynaud's phenomenon • Disorders of venous blood vessels: varicose veins, phlebitis • Routes of circulation: systemic, pulmonary, hepatic, fetal • Hemodynamics: blood pressure, blood volume, heart contractions, heart rate, blood viscosity, peripheral resistance • Central venous pressure • Pulse, hypertension and risk factors • Circulatory shock: cardiogenic shock, hypovolemic shock, neurogenic shock, anaphylactic shock, septic shock <p>• Application of skills: Cardiac and Circulatory System</p>	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 14-15</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 14-15</p>	<p>Laboratory activity: <u>Cardiac and Circulatory System:</u></p> <ul style="list-style-type: none"> • Labeling anatomy parts and functions • Illustration of cardiopulmonary circulation

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #9	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>Respiratory System</u></p> <ul style="list-style-type: none"> • Structure and function of the respiratory system • Upper respiratory tract: nose, pharynx, larynx • Disorders of upper respiratory: rhinitis, laryngitis, epiglottitis • Lower respiratory tract: trachea, bronchi, , lungs, alveoli, pleura • Disorders of lower respiratory: adult respiratory distress syndrome (ARDS), bronchitis, pneumonia, tuberculosis (TB), chronic obstructive pulmonary disease (COPD), asthma, lung cancer • Respiration: mechanics of breathing • Breathing patterns: brainstem control of respiration <ul style="list-style-type: none"> • Clinical application: sudden infant death syndrome (SIDS) • Gas exchange and transport: homeostasis of blood gases <p style="text-align: center;"><u>Acid-Base Balance</u></p> <ul style="list-style-type: none"> • pH of Body Fluids: using the pH scale and the pH unit • Mechanisms that control pH of body fluids and buffers <ul style="list-style-type: none"> • Respiratory mechanism of pH control • Urinary mechanism of pH control • pH Imbalances <ul style="list-style-type: none"> • Acidosis and alkalosis • Metabolic and respiratory disturbances • Compensation for pH imbalances • Application of skills: Respiratory System 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 17, 22</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 17, 22</p>	<p>Laboratory activity: <u>Respiratory System:</u></p> <ul style="list-style-type: none"> • Labeling anatomy parts and functions • Illustration of oxygen and carbon dioxide transport

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #10	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Digestive System</u></p> <ul style="list-style-type: none"> • Overview and primary mechanisms of the digestive system • Wall of the digestive tract: four layers of the lumen • Oral cavity and salivary glands <ul style="list-style-type: none"> • Disorders: cancer, congenital defects, mumps • Pharynx: nasopharynx, oropharynx, and laryngopharynx • Esophagus: upper and lower esophageal sphincters <ul style="list-style-type: none"> • Disorders: reflux, hiatal hernia • Stomach: chime, gastric glands, pyloric sphincter <ul style="list-style-type: none"> • Disorders: gastric ulcer and helicobacter pylori • Small intestine and large intestine: <ul style="list-style-type: none"> • Disorders: gastroenteritis, colorectal cancer • Clinical application: infant diarrhea • Liver and Gallbladder: hepatitis/cirrhosis, gallstones, jaundice • Pancreas: islets of Langerhans, Diabetes mellitus • Peritoneum; Appendix and Appendicitis • Digestion and absorption of carbohydrates, proteins, lipids <p align="center"><u>Nutrition and Metabolism</u></p> <ul style="list-style-type: none"> • Metabolic function of the liver • Macronutrients and micronutrients • Regulating food intake and metabolic rates • Metabolic and Eating disorders: anorexia nervosa, bulimia, obesity, malnutrition <ul style="list-style-type: none"> • Application of skills: Gastrointestinal System 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 18-19</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 18-19</p>	<p>Laboratory activity: <u>Gastrointestinal System:</u></p> <ul style="list-style-type: none"> • Labeling anatomy parts and functions • Illustration of digestive enzymes that breakdown proteins, fats, and carbohydrates

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #11	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Urinary System</u></p> <ul style="list-style-type: none"> • Kidneys: gross and microscopic structure of the kidneys • Kidney function: homeostasis, erythropoietin (EPO) hormone • Formation of urine: filtration, reabsorption, secretion • Control of urine volume: antidiuretic hormone, aldosterone, atrial natriuretic hormone (ANH) • Elimination of urine: ureters, urinary bladder, urethra <ul style="list-style-type: none"> • Micturition and emptying reflex • Urinary retention • Urinary incontinence or enuresis • Urinalysis and specific gravity • Renal and urinary disorders: <ul style="list-style-type: none"> • Obstructive disorders: renal calculi, tumors • Urinary tract infections: cystitis, pyelonephritis • Glomerular disorders: nephrotic syndrome, glomerulonephritis • Kidney failure: acute and chronic <p align="center"><u>Fluid and Electrolyte Balance</u></p> <ul style="list-style-type: none"> • Body fluid compartments: extracellular fluid, intracellular fluid • Mechanisms that regulate fluid balance to maintain homeostasis <ul style="list-style-type: none"> • Fluid imbalances: dehydration, overhydration • Clinical application: edema • Electrolyte functions • Electrolyte imbalances: sodium, potassium, calcium 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 20-21</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition.</i> Elsevier. Chapter(s) 20-21</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #12	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Reproductive Systems</u></p> <ul style="list-style-type: none"> • Sexual reproduction • Male reproductive system <ul style="list-style-type: none"> • Disorders of the male reproductive system: infertility and sterility, testicular cancer, benign prostatic hypertrophy (BPH), prostate cancer • Female reproductive system <ul style="list-style-type: none"> • Menstrual cycle • Disorders of the female reproductive system: dysmenorrhea, premenstrual syndrome (PMS), pelvic inflammatory disease (PID), endometriosis, breast cancer, infertility • Clinical application: ectopic pregnancy • Sexually transmitted diseases <p align="center"><u>Growth, Development, and Aging</u></p> <ul style="list-style-type: none"> • Prenatal period <ul style="list-style-type: none"> • Fertilization to implantation • Amniotic sac and placenta • Periods of development • Birth (parturition): multiple births <ul style="list-style-type: none"> • Disorders of pregnancy: preeclampsia, gestational diabetes, still birth, birth defects, mastitis • Postnatal period: growth, development, and aging • Mechanisms of aging 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 23-24</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 23-24</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 111C Human Anatomy & Physiology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	LABORATORY ACTIVITIES
Week #13	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Genetics and Genetic Diseases</u></p> <ul style="list-style-type: none"> • Genetics and human disease • Chromosomes and genes: <ul style="list-style-type: none"> • Human genome • Distribution of chromosomes to offspring • Gene expression <ul style="list-style-type: none"> • Hereditary traits • Sex-linked traits • Genetic mutations • Genetic diseases: <ul style="list-style-type: none"> • Cystic fibrosis • Phenylketonuria • Tay-Sachs disease • Chromosomal diseases <ul style="list-style-type: none"> • Trisomy 21 • Turner’s syndrome • Prevention and treatment of genetic diseases 	<p>Readings: Patton, K.T. and Thibodeau, G. A. (2018). <i>The Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 25</p> <p>Homework: Patton, K.T. and Thibodeau, G. A. (2018). <i>Study Guide for the Human Body in Health & Disease, 7th edition</i>. Elsevier. Chapter(s) 25</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Plan basic patient-centered nursing care in accordance with Maslow's Hierarchy of Needs. (EPSLO #3, 5, 6)
2. Demonstrate basic patient-centered care including caring behaviors and basic nursing procedures. (EPSLO #1, 2, 3, 6)
3. Explain the concepts of patient-centered care, evidence-based practice, teamwork and collaboration, nursing process, and quality improvement. (EPSLO #2, 3, 4, 5)
4. Identify a client's actual and potential threats to safety in a healthcare environment based on the National Patient Safety Goals for clients in long-term care. (EPSLO #3, 5, 6)
5. Define methods of documentation and the purpose of the client record. (EPSLO #3)
6. Apply effective communication skills when interacting with clients, coworkers, instructor and the healthcare team. (EPSLO #4)
7. Provide client teaching on basic diet and nutritional needs for clients from diverse backgrounds and with varied health conditions. (EPSLO #1, 2, 3, 5, 6)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

105 Contact Hours (65 Lecture Hours and 40 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #1	<p align="center"><i>Course Objectives</i> 1, 3</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p><u>Concepts of Health, Illness, and Health Promotion</u></p> <ul style="list-style-type: none"> • Health and illness continuum • The holistic approach and patient-centered care • Maslow’s Hierarchy of Needs: <i>Theory of Basic Needs</i> • Concept of homeostasis • Patient teaching for health promotion and illness prevention • Interdisciplinary teamwork and collaboration <p><u>Critical Thinking and Clinical Judgment</u></p> <ul style="list-style-type: none"> • Critical thinking, problem solving, and decision making • Critical thinking and clinical judgment in nursing • Applying critical thinking skills to test - taking strategies 	<p><i>Readings:</i> DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 2, 4</p> <p><i>Homework and ATI Assignments:</i> ATI Fundamentals Chapter 8: Critical Thinking and Clinical Judgment ATI NurseLogic Modules Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #2	<p>Course Objectives 1, 2, 3, 4, 5</p>	<p align="center"><u>The Nursing Process</u></p> <ul style="list-style-type: none"> • The nursing process, critical thinking, priority setting, clinical reasoning, and concept mapping • Nursing process: assessment, nursing diagnosis, planning, implementation and evaluation • LPN’s Role in the nursing process • Quality improvement (QI): definition and purpose of QI • Legal and ethical aspects of nursing: patient’s rights and The Health Insurance Portability and Accountability Act (HIPAA) • Legal and ethical aspects of nursing in health care: overview of National Patient Safety Goals and Joint Commission accreditation <p><u>Communication and the Nurse-Patient Relationship</u></p> <ul style="list-style-type: none"> • The communication process • Therapeutic communication techniques • Nurse-patient communication • Communication within the health care team • The nursing theory of Jean Watson – <i>Human Caring Science</i> and Caritas Processes • Jean Watson’s Caritas Process: Human Caring Relationships 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition.</i> Saunders Publ. Chapter(s) 3, 5-6, 8</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 7: Nursing Process ATI Fundamentals Chapter 32: Therapeutic Communication Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #3	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>Infection Prevention</u></p> <ul style="list-style-type: none"> • Infection control, protective mechanisms, and asepsis • Hand hygiene • Standard precautions • Personal protective equipment (PPE) • Infection control in the home environment • Infection control in the hospital environment • Prevention of needle stick injuries • Maslow’s Hierarchy of Needs: safety needs • Application of skills: Infection Control 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 16-17</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 10: Medical and Surgical Asepsis ATI Fundamentals Chapter 11: Infection Control Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Infection Control:</u></p> <ul style="list-style-type: none"> • Handwashing • PPE
Week #4	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>Mobility</u></p> <ul style="list-style-type: none"> • Lifting, moving, and positioning clients safely <ul style="list-style-type: none"> • Principles of body movement for clients • Principles of body movement for nurses • Ambulation assistance • Application of skills: Ergonomics • Application of skills: Assisting with Ambulation <p style="text-align: center;"><u>Environmental Safety</u></p> <ul style="list-style-type: none"> • The patient environment and safety measures • Hazards and hazardous materials • Legal implications and documentation of using protective devices • Maslow’s Hierarchy of Needs: safety needs 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 18, 20</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 12: Client Safety ATI Fundamentals Chapter 13: Home Safety ATI Fundamentals Chapter 14: Ergonomic Principles Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Ergonomics:</u></p> <ul style="list-style-type: none"> • Positioning and Lifting • Transferring patient to bed and/or wheelchair <p><u>Assisting with ambulation:</u></p> <ul style="list-style-type: none"> • Assisting ambulation with cane, walker, and crutch walking

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #5	Course Objectives 1, 2, 3, 4	<u>Client Hygiene and Prevention of Pressure Injuries</u> <ul style="list-style-type: none"> • Hygiene, personal care, skin care, and the prevention of pressure ulcers • Integumentary system • Range of motion to prevent contractures • Application of the nursing process • Application of skills: Bedmaking • Application of skills: Personal Hygiene • Application of skills: Range of Motion 	Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i> . Saunders Publ. Chapter(s) 19 Homework and ATI Assignments: ATI Fundamentals Chapter 37: Hygiene Silvestri: 25 NCLEX questions/week	Laboratory activity: Skills Lab Validation sign-off <u>Bedmaking:</u> <ul style="list-style-type: none"> • Making an occupied bed • Making an unoccupied bed <u>Personal Hygiene:</u> <ul style="list-style-type: none"> • Denture care • Bed bath and perineal care • Placing and removing a bedpan <u>Range of Motion:</u> <ul style="list-style-type: none"> • Active and passive range of motion exercises
DWeek #6	Course Objectives 1, 2, 3	<u>Vital Signs Measurement</u> <ul style="list-style-type: none"> • Measuring vital signs: body temperature, pulse, respirations, blood pressure • Pain: the 5th vital sign • Application of the nursing process • Documentation • Application of skills: Vital Signs 	Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i> . Saunders Publ. Chapter(s) 21 Homework and ATI Assignments: ATI Fundamentals Chapter 27: Vital Signs Silvestri: 25 NCLEX questions/week	Laboratory activity: Skills Lab Validation sign-off <u>Vital Signs:</u> <ul style="list-style-type: none"> • Obtaining vital signs: HR, BP, respiration, and temperature • Location of pulses • Apical pulse

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #7	Course Objectives 1, 2, 3, 7	<u>Basic Nutrition and Cultural Considerations</u> <ul style="list-style-type: none"> • Concepts of basic nutrition • Dietary guidelines: USDA <i>Myplate</i> and American Heart Association diet and lifestyle recommendations • Vegetarian diets • Factors that affect nutrition: age, illness, emotional status, economic status, religion, culture, and food safety • Cultural influences on nutrition • Maslow's Hierarchy of Needs: physiological needs • Application of the nursing process 	Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i> . Saunders Publ. Chapter(s) 26 Homework and ATI Assignments: ATI Fundamentals Chapter 39: Nutrition and Oral Hydration ATI Nutrition Chapter 3: Nutrition Assessment/Data Collection ATI Nutrition Chapter 4: Guidelines for Healthy Eating ATI Nutrition Chapter 5: Food Safety ATI Nutrition Chapter 6: Cultural, Ethnic, and Religious Influences ATI Nutrition Chapter 11: Barriers to Adequate Nutrition Silvestri: 25 NCLEX questions/week	
Week #8	Course Objectives 1, 2, 3, 6, 7	<u>Cultural and Spiritual Aspects of Care</u> <ul style="list-style-type: none"> • Transcultural care • Major religions in the US and Canada • Developing cultural competence • Cultural differences • The nursing process in transcultural nursing 	Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i> . Saunders Publ. Chapter(s) 14 Homework and ATI Assignments: ATI Fundamentals Chapter 35: Cultural and Spiritual Nursing Care Silvestri: 25 NCLEX questions/week	

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #9	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p><u>Assessment of Health - Data collection and focused assessment</u></p> <ul style="list-style-type: none"> • LPN Role in the assessment of health: data collection and focused assessment • Client interview • Inspection and observation • Physical exam techniques • Basic physical exam and review of body systems • Cultural considerations • Life-span considerations for the older adult • Basic needs assessment • Application of the nursing process • Application of skills: Health Assessment 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 22</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 26: Data Collection and General Survey ATI Fundamentals Chapter 28: Head and Neck ATI Fundamentals Chapter 29: Thorax, Heart, and Abdomen ATI Fundamentals Chapter 30: Integumentary and Peripheral Vascular Systems ATI Fundamentals Chapter 31: Musculoskeletal and Neurosensory Systems Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Health Assessment:</u></p> <ul style="list-style-type: none"> • Data collection • Focused nursing assessment for review of body systems • Basic needs assessment
Week #10	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p><u>Client Teaching for Health Promotion</u></p> <ul style="list-style-type: none"> • Purposes of client education • Learning styles and modes for learning • Assessment of learning needs • Factors affection learning • The patient education plan • Resources for patient education • Coordination with discharge planning 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 9</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 16: Health Promotion and Disease Prevention ATI Fundamentals Chapter 17: Client Education Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #11	Course Objectives 1, 2, 3, 4, 5, 6	<u>Admitting, Transferring, and Discharging Clients</u> <ul style="list-style-type: none"> • Types of admission • Client reactions to admission • Admission plan of care; teamwork and collaboration with the interdisciplinary team • Client transfer to another unit • Client transfer to another hospital • Discharge to extended-care or rehabilitation • Discharge to home: client education • Life-span considerations for the older adult • Application of the nursing process 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 23</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 2: The Interprofessional Team ATI Fundamentals Chapter 9: Admissions, Transfers, and Discharge Silvestri: 25 NCLEX questions/week</p>	
Week #12	Course Objectives 1, 2, 3, 4, 5, 6	<u>Pain, Comfort and Sleep</u> <ul style="list-style-type: none"> • Theories of pain: Gate Control theory and endorphins • Types of pain: acute, chronic, nociceptive, neuropathic, and phantom pain • Perception of pain and pain scales • Pain control: nonmedicinal methods • Pain control: analgesic medications • Stages of sleep and factors affecting sleep • Sleep disorders: insomnia, sleep apnea, snoring, narcolepsy • Maslow's Hierarchy of Needs: physiological needs • Application of the nursing process 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 31</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 38: Rest and Sleep ATI Fundamentals Chapter 41: Pain Management Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #13	Course Objectives 1, 2, 3, 6, 7	<u>Complementary and Alternative Therapies</u> <ul style="list-style-type: none"> • Mind and body interventions • Natural products • Complementary medicine: homeopathic medicine, naturopathic medicine, traditional Chinese medicine, Ayurveda, shamanism, folk medicine, American Indian medicine • Nurse's role in complementary and alternative therapies 	Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i> . Saunders Publ. Chapter(s) 32 Homework and ATI Assignments: ATI Fundamentals Chapter 42: Complementary and Alternative Therapies Silvestri: 25 NCLEX questions/week	

WEEKLY COURSE CONTENT OUTLINE

PN 113C Professional Awareness

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Describe the evolution of nursing and the healthcare system related to different cultures, changes through the centuries, and noted leaders of the nursing profession. **(EPSLO #2)**
2. Describe elements of a positive teaching/learning environment including different learning styles, study skills, test-taking strategies and approaches to learn critical thinking and clinical judgment. **(EPSLO #2, 3)**
3. Demonstrate therapeutic communication skills to effectively advocate for the client. **(EPSLO #1, 4)**
4. Demonstrate basic computer skills to communicate clients' health status and computer literacy to access electronic health data resources. **(EPSLO #3, 4)**
5. Compare legal and ethical aspects of nursing related to the States' Nurse Practice Act, licensure, and a Licensed Practical Nurse's responsibilities as a member of the healthcare team. **(EPSLO #3)**

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 113C Professional Awareness

20 Contact Hours (20 Lecture Hours and 0 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #1	Course Objectives 2, 4	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p style="text-align: center;"><u>The Adult Learner in Practical Nursing Education</u></p> <ul style="list-style-type: none"> • Adult learner and resource management • Characteristics of the Five Generations: traditionalist, baby boomers, Gen X, millennials, Generation Z • Formal and informal educational experiences • Special challenges for Practical Nursing students • Unique strengths of all adult learners • Learners' rights and responsibilities • Evaluation and feedback: clinical performance evaluations <p style="text-align: center;"><u>Basic Computer Skills required in Nursing Education</u></p> <ul style="list-style-type: none"> • Canvas Learning Management System – school course materials • Career Edge – knowledge and skills for career building integrated in several course • i Grad – financial literacy integrated in Professional Awareness course • Assessment Technologies Institute (ATI) – e-learning program • Elsevier EVOLVE – textbook publisher • Elsevier Adaptive Quizzing (EAQ) – textbook publisher • FA Davis <i>DavisEdge</i> – textbook publisher • Sim Chart electronic health record (EHR) – simulated client documentation • CINAHL Nursing Journal Databases – evidence-based practice and standardized guidelines and protocols 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 1</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 3: Professional Responsibilities – Information Technology pg. 41 Silvestri: 25 NCLEX questions/week</p>

COURSE CONTENT OUTLINE

PN 113L Professional Awareness

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #2	Course Objective 2	<p><u>The Teaching/Learning Environment and Academic Resources</u></p> <ul style="list-style-type: none"> • Learning styles • Learning modalities and thinking styles to improve learning and thinking skills • Barriers to learning • Study skills and methods • Successful test-taking strategies 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 2</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 1: Managing Client Care – Time Management pgs. 4-7 Silvestri: 25 NCLEX questions/week</p>
Week #3	Course Objective 2	<p><u>Critical Thinking, Clinical Judgment, and the use of Critical Thinking for Test-Taking Strategies</u></p> <ul style="list-style-type: none"> • Ways of thinking for applying critical thinking skills • Factors that influence critical thinking • Critical thinking, clinical judgment, and the NCLEX-PN • NCLEX Questions test-taking strategies • Cognitive levels of learning: <ul style="list-style-type: none"> • Knowledge, comprehension, application, and analysis 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 5</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 1: Managing Client Care – Critical Thinking pg. 4 Silvestri: 25 NCLEX questions/week</p>

COURSE CONTENT OUTLINE

PN 113L Professional Awareness

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #4	Course Objective 1	<u>Evolution of Practical Nursing</u> <ul style="list-style-type: none"> • Historical overview of nursing • The art and science of nursing • Key figures in nursing: <ul style="list-style-type: none"> • Florence Nightingale and the Crimean War • Mary Seacole’s contributions to nursing • Dorothea Dix and the Civil War • Clara Barton and the American Red Cross • Lillian Wald and public health nursing • Formal training for Practical Nursing • Practical Nursing in the home and community 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 4</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>
Week #5	Course Objectives 3, 5	<u>Ethics Applied to Nursing</u> <ul style="list-style-type: none"> • Description and scope of ethics • Comparison of legal aspects of nursing and ethics • Ethical decisions in health care • Ethical responsibilities of nurses 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 6</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 3: Professional Responsibilities – Ethical Practice pgs. 47-48 Silvestri: 25 NCLEX questions/week</p>

COURSE CONTENT OUTLINE

PN 113L Professional Awareness

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #6	Course Objectives 1, 3, 5	<p align="center"><u>Legal Aspects of Nursing</u></p> <ul style="list-style-type: none"> • Criminal versus civil action • Intentional torts: <ul style="list-style-type: none"> • Assault • Battery • False imprisonment • Defamation • Abuse • Unintentional torts: <ul style="list-style-type: none"> • Malpractice – professional negligence • Liability and accountability • Good Samaritan Act <p align="center"><u>Scope of Nursing Practice, Standards of Care, and the Role of the Practical Nurse</u></p> <ul style="list-style-type: none"> • The State Nurse Practice Act to define the scope of nursing practice • Resources for nursing standard of care: <ul style="list-style-type: none"> • Nursing educational programs, nursing licensure, written policies and procedures, and laws • National Association for Practical Nurse Education and Service (NAPNES) • National Federation of Licensed Practical Nurses (NFLPN) • State Boards of Nursing: <ul style="list-style-type: none"> • Functions and disciplinary responsibilities to maintain standards of practice and protection of the public • National Council of State Boards of Nursing (NCSBN) - nursing licensure (NCLEX-PN) 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 7</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 3: Professional Responsibilities – Legal Practice pgs. 42-43 ATI Leadership & Management Chapter 3: Professional Responsibilities – Standards of Care pgs. 44-47 Silvestri: 25 NCLEX questions/week</p>

COURSE CONTENT OUTLINE

PN 113L Professional Awareness

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #7	Course Objectives 1, 3, 4	<p align="center"><u>Evolution of the Nursing Process</u></p> <ul style="list-style-type: none"> • Evolution of the nursing process • Role differentiation of the Registered Nurse and Licensed Practical Nurse • Data collection and communication to appropriate health care team members • Assisting the RN to develop the nursing diagnosis and interventions • Implementation of the care plan • Reporting and documentation • Assisting in determining client progress and outcomes 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 12</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>
Week #8	Course Objectives 1, 4	<p align="center"><u>Nursing Theory and Evidence-Based Practice</u></p> <ul style="list-style-type: none"> • Rational for theories • Overview of nursing theorists: <ul style="list-style-type: none"> • Florence Nightingale’s Environmental theory and holistic approach to health care • Orem’s Self-Care Deficit theory • Madeline Leininger’s Culture Care theory • Jean Watson’s Human Caring Theory of Nursing • Abraham Maslow’s Human Needs theory • Evidence-based practice in nursing • Elements of evidence-based practice • The LPN’s role in evidence-based practice <ul style="list-style-type: none"> • The National League for Nursing (NLN) <i>Spirit of Inquiry</i> 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 13</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>

COURSE CONTENT OUTLINE

PN 113L Professional Awareness

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #9	Course Objectives 3, 4	<u>Effective Communication with the Health Care Team, Patients, Faculty, and Peers</u> <ul style="list-style-type: none"> • One-way versus two-way communication • Types of communication: verbal, non-verbal, affective • Communication through active listening • Avoiding blocks to communication • Differences in communication style <ul style="list-style-type: none"> • Male/female • Cultural • Nurse-Patient communication • Professional communication with instructors and staff • SBAR for the shift-to-shift report • Communication through the lifespan • Electronic communication: cell phones and text messaging 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 8</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 2: Coordinating Client Care – Collaboration with the Interdisciplinary Team pgs. 23-24 ATI ATI Leadership & Management Chapter 2: Coordinating Client Care – Communication and Continuity of Care pg. 26 Silvestri: 25 NCLEX questions/week</p>

COURSE CONTENT OUTLINE

PN 113L Professional Awareness

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #10	<p><i>Course Objectives</i> 1, 4, 5</p>	<p align="center"><u>Nursing and the Health Care System</u></p> <ul style="list-style-type: none"> • Comparison of health care agencies and services: <ul style="list-style-type: none"> • Hospital, ambulatory services, skilled nursing facilities, long-term care, rehabilitation services, and hospice care • Primary goals of the health care team: <ul style="list-style-type: none"> • Health promotion • Health maintenance • Health restoration • Members of the interdisciplinary health care team: <ul style="list-style-type: none"> • Roles, education and training <p align="center"><u>Health Care Trends</u></p> <ul style="list-style-type: none"> • The U.S. Health Care System: <ul style="list-style-type: none"> • Health care reform: <i>The Affordable Care Act</i> • Quality, safety, and cost of health care <ul style="list-style-type: none"> • Quality improvement process • Six aims to increase quality in health care (IOM, 2001) <ul style="list-style-type: none"> • Safe, timely, effective, efficient, equitable, and patient-centered • The Joint Commission National Patient Safety Goals 	<p><i>Readings:</i> Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 15-16</p> <p><i>Homework and ATI Assignments:</i> ATI Leadership & Management Chapter 1: Managing Client Care – Quality Improvement pgs. 12-13 ATI Leadership & Management Chapter 1: Managing Client Care – Resource Management pgs. 18-20 Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Demonstrate critical thinking by using the nursing process and evidence-based practice in the care of individuals, families, and groups of clients in healthcare settings. (EPSLO #2, 3, 4, 5, 6)
2. Distinguish the nutritional requirements throughout the life cycle, the relationship of nutrition to effects of commonly prescribed medications, and requirements for enteral and/or parenteral nutrition. (EPSLO #1, 2, 4, 5, 6)
3. Apply infection control standards and nursing interventions related to prevention and treatment. (EPSLO #2, 3, 4, 5, 6)
4. Explain basic to intermediate therapeutic interventions to meet client healthcare needs within Maslow's Hierarchy of Needs. (EPSLO #2, 3, 5, 6)
5. Correlate the normal and abnormal diagnostic findings with the diagnosis of a client. (EPSLO #2, 3, 4, 5)
6. Discuss principles of fluid, electrolytes and acid-base balance. (EPSLO #2, 3, 4, 5)
7. Recognize different types of wounds and the applicable nursing interventions. (EPSLO #2, 3, 5)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

85 Contact Hours (55 Lecture Hours and 30 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #1	<p>Course Objectives 1, 2, 3, 4</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview • <u>Nutritional Therapy and Assisted Feeding</u> • Diet therapy goals for patient-centered, holistic care • Health and disease related to nutrition • Assisted feeding: feeding tubes and pumps, total parenteral nutrition • Application of the nursing process • Maslow’s Hierarchy of Needs: physiological needs • Application of skills: Enteral and Parenteral Feedings • Application of skills: Tube feeding and medication administration 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 27</p> <p>Homework and ATI Assignments: ATI Nutrition Chapter 8: Modified Diets ATI Nutrition Chapter 9: Enteral Nutrition ATI Nutrition Chapter 10: Total Parenteral Nutrition ATI Fundamentals Chapter 54: Nasogastric Intubation and Enteral Feedings Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Enteral and Parenteral Feedings:</u></p> <ul style="list-style-type: none"> • Gastrostomy tube feeding <p><u>Tube Feeding and Medication Administration:</u></p> <ul style="list-style-type: none"> • Administration of medication via a gastrostomy tube

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #2	<p><i>Course Objectives</i> 1, 3, 5</p>	<p><u>Diagnostic Tests and Specimen Collection</u></p> <ul style="list-style-type: none"> • Commonly performed diagnostic tests and specimen collection • Client verification for procedure: 2 patient identifiers • Application of the nursing process pre- and post-procedure • Maintaining infection control and standard precaution measures during diagnostic testing and collection of specimens • Normal laboratory values • Documentation • Patient teaching for diagnostic tests and specimen collection • <i>Application of skills: Performing a Capillary Blood Test (finger stick) for Blood Glucose</i> • <i>Application of skills: Performing a Urine Dipstick Test</i> • <i>Application of skills: Urine Culture Specimen</i> 	<p><i>Readings:</i> DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 24</p> <p><i>Homework and ATI Assignments:</i> ATI Fundamentals Chapter 52: Specimen Collection for Glucose Monitoring Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Performing a Capillary Blood Test for Blood Glucose:</u></p> <ul style="list-style-type: none"> • Finger stick for blood glucose level <p><u>Performing a Urine Dipstick Test:</u></p> <ul style="list-style-type: none"> • Urine dipstick <p><u>Urine Culture Specimen:</u></p> <ul style="list-style-type: none"> • Obtaining a urine culture

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #3	<p align="center">Course Objectives 1, 6</p>	<p align="center"><u>Principles of Fluid and Electrolytes Balance</u></p> <ul style="list-style-type: none"> • Composition of body fluids • Fluid and electrolyte imbalances: deficient fluid volume • Fluid and electrolyte imbalances: excess fluid volume • Electrolyte imbalances • Application of the nursing process • Jean Watson’s Caritas Processes: Problem-solving through the Caring Process • Application of skills: Intravenous (IV) Fluids 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition.</i> Saunders Publ. Chapter(s) 25</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 57: Fluid Imbalances Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Intravenous (IV) Fluids:</u></p> <ul style="list-style-type: none"> • IV solutions
Week #4	<p align="center">Course Objectives 1, 6</p>	<p align="center"><u>Principles of Acid-base Balance</u></p> <ul style="list-style-type: none"> • Respiratory acidosis • Metabolic acidosis • Respiratory alkalosis • Metabolic alkalosis • Application of the nursing process • Jean Watson’s Caritas Processes: Problem-solving through the Caring Process 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition.</i> Saunders Publ. Chapter(s) 25</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 58: Electrolyte Imbalances Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #5	Course Objectives 1, 2, 3, 4, 7	<p align="center"><u>Providing Wound Care and Treating Pressure Ulcers</u></p> <ul style="list-style-type: none"> • Phases of wound healing • Complications of wound healing • Treatment of wounds • Treatment of pressure injuries and vascular ulcers • Infection control and maintaining a sterile field • Application of the nursing process • Application of skills: Wound Care and Dressing Changes • Application of skills: Sterile Field 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 38</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 55: Pressure Ulcers, Wounds, and Wound Management Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Wound Care and Dressing Changes:</u></p> <ul style="list-style-type: none"> • Dressing changes • Wound care <p><u>Sterile Field:</u></p> <ul style="list-style-type: none"> • Sterile gloving • Setting-up and maintaining a sterile field
Week #6	Course Objectives 1, 3, 4, 5	<p align="center"><u>Respiration and Oxygen Therapy</u></p> <ul style="list-style-type: none"> • Assisting with respiration and oxygen delivery systems • Hypoxemia • Airway obstruction and respiratory arrest • Clearing respiratory secretions • Chest tubes overview of drainage functioning • Application of the nursing process • Maslow's Hierarchy of Needs: physiological needs • Application of skills: Respiratory Management 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 28</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 53: Airway Management Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Respiratory Management:</u></p> <ul style="list-style-type: none"> • Basic tracheostomy care • Oral Pharyngeal suctioning • Oxygen delivery devices • Monitoring chest tube drainage functioning

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #7	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>The Nurse's Role in Promoting Musculoskeletal Function</u></p> <ul style="list-style-type: none"> • Physical and psychosocial effects of immobilization • Types of immobilization: splints, traction, casts, external fixators • Devices to prevent complications of immobility: specialty beds, pressure relief devices, continuous passive motion(CPM) machine • Application of the nursing process 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 39</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 40: Mobility and Immobility Silvestri: 25 NCLEX questions/week</p>	
Week #8	Course Objectives 1, 3, 5, 6	<p style="text-align: center;"><u>The Nurse's Role in Promoting Urinary Elimination</u></p> <ul style="list-style-type: none"> • Factors affecting normal urination • Characteristics of normal urine • Urinary incontinence • Aging effects on the urinary system • Application of the nursing process • Jean Watson's Caritas Processes: Respectfully assisting with human needs • Application of skills: Measurement Devices for Urine • Application of skills: Urinary Catheter 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 29</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 44: Urinary Elimination Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Measurement Devices for Urine:</u></p> <ul style="list-style-type: none"> • Measuring intake and output <u>Urinary Catheter:</u> • Foley catheter care

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #9	<p>Course Objectives 1, 2, 3, 4, 6</p>	<p><u>The Nurse's Role in Promoting Bowel Elimination</u></p> <ul style="list-style-type: none"> • Characteristics of stool • Hypoactive bowel and constipation • Hyperactive bowel and diarrhea • Fecal incontinence • Aging effects on the intestinal tract • Application of the nursing process • Types of enemas • Jean Watson's Caritas Processes: Respectfully assisting with human needs • Application of skills: Enemas • Application of skills: Bowel Ostomy 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 30</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 43: Bowel Elimination Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Enemas:</u></p> <ul style="list-style-type: none"> • Administering an enema: Tap Water enema <p><u>Bowel Ostomy:</u></p> <ul style="list-style-type: none"> • Emptying a colostomy
Week #10	<p>Course Objectives 1, 2, 3, 4</p>	<p><u>Caring for the Elderly</u></p> <ul style="list-style-type: none"> • Common physical care problems of the older adult • Common psychosocial care problems of the older adult • Legal and ethical aspects of nursing in long-term care: National Patient Safety Goals – Nursing Care Centers • Legal and ethical aspects of nursing in home care: National Patient Safety Goals – Home Care 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 40-41</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 56: Bacterial, Viral, Fungal, and Parasitic Infections (Herpes Zoster – Shingles) Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #11	Course Objectives 1, 4	<p style="text-align: center;"><u>Loss and Grief</u></p> <ul style="list-style-type: none"> • Loss, grief, and end-of-life care • Death and dying • Hospice and palliative care • Cultural views about terminal illness • Psychosocial and spiritual aspects of dying • Legal and ethical aspects of life-and-death issues • Application of skills: Post-mortem care 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 15</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 36: Grief, Loss, and Palliative Care Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p style="text-align: center;"><u>Post-Mortem Care:</u></p> <ul style="list-style-type: none"> • Post-mortem care
Week #12	Course Objectives 1, 5	<p style="text-align: center;"><u>Documentation Techniques</u></p> <ul style="list-style-type: none"> • Methods of documentation: narrative, problem-oriented, focus charting, charting by exception, and case management system • Computer-assisted charting and the electronic health record (EHR) • The legal medical record and documentation process • Quality improvement (QI): LPN's role in QI 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 3, 7</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 5: Information Technology Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 121C Nursing Fundamentals II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #13	<i>Course Objectives</i> 1, 2, 3, 4, 6	<p align="center"><u>Patient Teaching for Health Promotion</u></p> <ul style="list-style-type: none"> • Promoting healthy adaptation to aging • Physical, cognitive, and psychosocial aspects of aging 	<p><i>Readings:</i> DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 13</p> <p><i>Homework and ATI Assignments:</i> ATI Fundamentals Chapter 24: Health Promotion – Middle Adults ATI Fundamentals Chapter 25: Health Promotion – Older Adults ATI Fundamentals Chapter 33: Coping (client and family) Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Demonstrate competence and safety in dosage calculation and medication administration. (EPSLO #2, 3, 4)
2. Apply the nursing process to the study of pharmacology. (EPSLO #2, 3, 5)
3. Employ critical thinking, safety, and accuracy to carry out physician orders. (EPSLO #2, 3, 4, 5)
4. Differentiate the various drug classifications for the adult and pediatric client related to body systems, common actions, adverse effects, and nursing implications. (EPSLO #2, 3)
5. Interpret the uses of pharmacological therapies, including complementary and alternative medicine, with nursing implications in providing patient-centered care and health teaching in congruence with the client's values, culture, religion, and health beliefs. (EPSLO #1, 2, 3, 6)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

60 Contact Hours (50 Lecture Hours and 10 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #1 (5 days: Mon-Fri)	Course Objectives 1, 2	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p style="text-align: center;"><u>Medication Safety</u></p> <ul style="list-style-type: none"> • The nursing process and pharmacology • Patient education and health promotion • Steps in preparation for safe drug administration • Application of Skills: Medication Safety <p style="text-align: center;"><u>Basic Mathematics Review</u></p> <ul style="list-style-type: none"> • Review of basic mathematics and application with practice problems in textbook (Ogden) <ul style="list-style-type: none"> • Fractions, Decimals, Percent, Ratio-proportion <p style="text-align: center;"><u>Principles of Medication Administration for:</u></p> <ul style="list-style-type: none"> • Oral dosages • Topical • Inhalant medications • Injections: subcutaneous, intradermal, intramuscular <p style="text-align: center;"><u>Dosage Calculation</u></p> <ul style="list-style-type: none"> • Units and measurements for the calculation of drug dosages • Calculation of drug dosages 	<p>Readings: Ogden, S. J. (2020). <i>Calculations of Drug Dosages: An Interactive Workbook, 11th Edition.</i> Mosby. Chapter(s) 1-5 *Overview of chapters 1-18 will be used throughout the course.</p> <p>Clayton, B., Willihnganz, M. (2019). <i>Basic Pharmacology for Nurses with EAQ.</i> 18th edition. Mosby. Chapter(s) 1-2, 4-8, 10</p> <p>Homework and ATI Assignments: ATI Pharmacology Chapter 1: Pharmacokinetics and Routes of Administration ATI Pharmacology Chapter 2: Safe Medication Administration and Error Reduction ATI Pharmacology Chapter 3: Dosage Calculation</p> <p>ATI Dosage Calculation: Safe Dosage ATI Dosage Calculation: Medication Administration ATI Dosage Calculation: Oral Medications</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p style="text-align: center;"><u>Medication Safety:</u></p> <ul style="list-style-type: none"> • 3 Safety checks • 7 Rights

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #2 <u>(5 days: Mon-Fri)</u>	<i>Course Objectives</i> 1, 2, 3	<p align="center"><u>Medication Safety</u></p> <ul style="list-style-type: none"> • Drug actions across the life span • Maslow's Hierarchy of Needs: safety needs • Jean Watson's Caritas Processes: Authentic teaching-learning within context of caring relationship • Genetics and drug metabolism • Polypharmacy in geriatric clients <p align="center"><u>Principles of Medication Administration</u></p> <ul style="list-style-type: none"> • Intravenous solutions • Intravenous medications <p align="center"><u>Dosage Calculation</u></p> <ul style="list-style-type: none"> • Parenteral dosages • Dosages measured in units • Reconstitution of medications • Intravenous flow rates <ul style="list-style-type: none"> • <i>Application of Skills: Medication Administration</i> 	<p><i>Readings:</i> Ogden, S. J. (2020). <i>Calculations of Drug Dosages: An Interactive Workbook, 11th Edition</i>. Mosby. Chapter(s) 1-5</p> <p>Clayton, B., Willihnganz, M. (2019). <i>Basic Pharmacology for Nurses with EAQ</i>. 18th edition. Mosby. Chapter(s) 3, 9, 11</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 4: Intravenous Therapy ATI Pharmacology Chapter 5: Adverse Effects, Interactions, and Contraindications</p> <p>ATI Pharmacology Made Easy: Introduction to Pharmacology</p> <p>ATI Active Stack Pharmacology Flash Cards: Principles of Pharmacology</p> <p>ATI Dosage Calculation: Injectable Medications ATI Dosage Calculation: Powdered Medications ATI Dosage Calculation: Parenteral (IV) Medications ATI Dosage Calculation: Dosages by Weight</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Medication Administration:</u></p> <ul style="list-style-type: none"> • Oral meds

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #3	<p><i>Course Objectives</i> 1, 2, 3, 4, 5</p>	<p align="center"><u>Dosage Calculation</u></p> <ul style="list-style-type: none"> • Pediatric dosages <p align="center"><u>Medications Affecting the Nervous System: Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Sedative-Hypnotics • Anxiety and Trauma - Tranquilizers • Depressive Disorders - Antidepressants • Bipolar Disorders • Psychotic Disorders • Substance Abuse <ul style="list-style-type: none"> • <i>Application of Skills: Medication Administration</i> 	<p><i>Readings:</i> Ogden, S. J. (2020). <i>Calculations of Drug Dosages: An Interactive Workbook, 11th Edition</i>. Mosby. Chapter(s) 1-5</p> <p>Clayton, B., Willihnganz, M. (2019). <i>Basic Pharmacology for Nurses with EAQ</i>. 18th edition. Mosby. Chapter(s) 13, 15-17, 48</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 6: Anxiety and Trauma- and Stressor-Related Disorders ATI Pharmacology Chapter 7: Depressive Disorders ATI Pharmacology Chapter 8: Bipolar Disorders ATI Pharmacology Chapter 9: Psychotic Disorders ATI Pharmacology Chapter 11: Substance Use Disorders ATI Pharmacology Chapter 15: Sedative-Hypnotics</p> <p>ATI Pharmacology Made Easy: The Neurologic System Part 1</p> <p>ATI Dosage Calculation: Pediatric Medication</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Medication Administration:</u></p> <ul style="list-style-type: none"> • Subcutaneous injections

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #4	<p><i>Course Objectives</i> 1, 2, 3, 4, 5</p>	<p><u>Medications Affecting the Nervous System:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Autonomic Nervous system • Chronic Neurodegenerative disorders <ul style="list-style-type: none"> • Parkinson’s disease • Alzheimer’s disease • Seizure disorders <p><u>Medications Used to Treat Eye and Ear Disorders:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Glaucoma <p><u>Medications Affecting the Nervous System:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Medications for Children and Adolescents who have Mental Health Issues • <i>Application of Skills: Medication Administration</i> 	<p><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 12, 14, 18, 42</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 10: Medications for Children and Adolescents who have Mental Health Issues ATI Pharmacology Chapter 12: Chronic Neurologic Disorders ATI Pharmacology Chapter 13: Eye and Ear Disorders ATI Pharmacology Chapter 14: Miscellaneous Central Nervous System Medication</p> <p>ATI Pharmacology Made Easy: The Neurologic System Part 2</p> <p>ATI Active Stack Pharmacology Flash Cards: Neurological System Drugs</p> <p>ATI Dosage Calculation: Case Study and Final 1</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Medication Administration:</u></p> <ul style="list-style-type: none"> • Optic meds • Otic meds

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #5	<p><i>Course Objectives</i> 1, 2, 3, 4, 5</p>	<p><u>Medications Affecting the Respiratory System:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Upper Respiratory disease • Lower Respiratory disease <p>• <i>Application of Skills: Medication Administration</i></p>	<p><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 29-30</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 16: Airflow Disorders ATI Pharmacology Chapter 17: Upper Respiratory Disorders</p> <p>ATI Pharmacology Made Easy: The Respiratory System</p> <p>ATI Active Stack Pharmacology Flash Cards: Respiratory System Drugs</p> <p>ATI Dosage Calculation: Case Study and Final 2</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Medication Administration:</u></p> <ul style="list-style-type: none"> • Meds given by nebulizer and MDI inhalers • Nasal meds • Intradermal injections

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #6	<p>Course Objectives 1, 2, 3, 4, 5</p>	<p align="center"><u>Medications Affecting the Cardiovascular System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Cardiovascular diseases • Metabolic syndrome • Dyslipidemias • Hypertension • Angina Pectoris • Drugs used to treat dysrhythmias <ul style="list-style-type: none"> • Application of Skills: Medication Administration 	<p>Readings: Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 20-24</p> <p>Homework and ATI Assignments: ATI Pharmacology Chapter 19: Medications Affecting Blood Pressure ATI Pharmacology Chapter 21: Angina and Antilipemic Agents</p> <p>ATI Pharmacology Made Easy: The Cardiovascular System</p> <p>ATI Active Stack Pharmacology Flash Cards: Cardiovascular System Drugs</p> <p>ATI Dosage Calculation: Case Study and Final 3</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Medication Administration:</u></p> <ul style="list-style-type: none"> • Land marking for IM sites • Intramuscular injections by Z-Track

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #7	Course Objectives 2, 3, 4, 5	<p align="center"><u>Medications Affecting the Cardiovascular Circulatory System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Peripheral Vascular disease • Thromboembolic disorders • Heart Failure <p align="center"><u>Medications Affecting the Urinary System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Drugs used for diuresis <p align="center"><u>Medications Affecting the Hematologic System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Medications Affecting Coagulation • Growth factors 	<p>Readings: Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 25-28</p> <p>Homework and ATI Assignments: ATI Pharmacology Chapter 18: Medications Affecting Urinary Output ATI Pharmacology Chapter 20: Cardiac Glycosides and Heart Failure ATI Pharmacology Chapter 22: Medications Affecting Coagulation ATI Pharmacology Chapter 23: Growth Factor</p> <p>ATI Pharmacology Made Easy: The Hematologic System</p> <p>ATI Active Stack Pharmacology Flash Cards: Hematologic System Drugs</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #8	<p><i>Course Objectives</i> 1, 2, 3, 4, 5</p>	<p align="center"><u>Medications Affecting the Digestive System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Drugs used to treat oral disorders • Gastroesophageal reflux • Peptic Ulcer disease • Drugs used to treat nausea and vomiting • Drugs used to treat constipation and diarrhea <ul style="list-style-type: none"> • <i>Application of Skills: Medication Administration</i> • <i>Application of Skills: Administering Enemas</i> 	<p><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 31-34</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 24: Peptic Ulcer Disease ATI Pharmacology Chapter 25: Gastrointestinal Disorders</p> <p>ATI Pharmacology Made Easy: The Gastrointestinal System</p> <p>ATI Active Stack Pharmacology Flash Cards: Gastrointestinal System Drugs</p> <p>ATI Dosage Calculation: Case Study and Final 4</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Medication Administration:</u></p> <ul style="list-style-type: none"> • Meds given through gastric tubes • Rectal meds <p><u>Administering Enemas:</u></p> <ul style="list-style-type: none"> • Fleets, Mineral Oil

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #9	<i>Course Objectives</i> 2, 3, 4, 5	<p align="center"><u>Medications for Pain Management and Inflammation:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Pain management • Opioid Agonists and Antagonists • Prostaglandin inhibitors • Nonsteroidal anti-inflammatory drugs 	<p><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 19</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 30: Nonopioid Analgesics ATI Pharmacology Chapter 31: Opioid Agonists and Antagonists ATI Pharmacology Chapter 32: Adjuvant Medications for Pain ATI Pharmacology Chapter 33: Miscellaneous Pain Medications</p> <p>ATI Pharmacology Made Easy: Pain and Inflammation</p> <p>ATI Active Stack Pharmacology Flash Cards: Pain and Inflammation Drugs</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #10	Course Objectives 2, 3, 4, 5	<p><u>Medications Affecting the Endocrine System:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Diabetes Mellitus <ul style="list-style-type: none"> • DM type 1 and type 2 • Insulin • Oral antidiabetic agents • Thyroid disease • Corticosteroids <ul style="list-style-type: none"> • Mineralocorticoids • Glucocorticoids • Endocrine Disorders • Application of Skills: Diabetes and Insulins <p><u>Medications Affecting the Reproductive System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Drugs used in obstetrics • Drugs used in men’s and women’s health <ul style="list-style-type: none"> • Vaginal infections • Oral contraceptives • Osteoporosis drug therapy • Benign prostatic hyperplasia (BPH) drug therapy • Erectile dysfunction 	<p>Readings: Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 35-38, 39-40</p> <p>Homework and ATI Assignments: ATI Pharmacology Chapter 34: Diabetes Mellitus ATI Pharmacology Chapter 35: Endocrine Disorders</p> <p>ATI Pharmacology Made Easy: The Endocrine System</p> <p>ATI Active Stack Pharmacology Flash Cards: Endocrine System Drugs</p> <p>ATI Pharmacology Chapter 27: Medications Affecting the Reproductive Tract</p> <p>ATI Pharmacology Made Easy: The Reproductive and Genitourinary System</p> <p>ATI Active Stack Pharmacology Flash Cards: Reproductive and Genitourinary System Drugs</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Diabetes and Insulins:</u></p> <ul style="list-style-type: none"> • Insulin injection • Mixing insulins • Insulin pens

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #11	Course Objectives 2, 3, 4, 5	<p style="text-align: center;"><u>Medications to Treat Cancer:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Antineoplastic agents <p style="text-align: center;"><u>Medications Affecting the Musculoskeletal</u> <u>System:</u> <u>Drug classifications, actions, uses, side effects,</u> <u>and nursing implications</u></p> <ul style="list-style-type: none"> • Muscle relaxants • Neuromuscular blocking agents • Drugs used for Gout 	<p>Readings: Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 43-44</p> <p>Homework and ATI Assignments: ATI Pharmacology Chapter 28: Connective Tissue Disorders ATI Pharmacology Chapter 29: Bone Disorders ATI Pharmacology Made Easy: The Musculoskeletal System ATI Active Stack Pharmacology Flash Cards: Musculoskeletal System Drugs Medication Templates Silvestri: NCLEX Medication questions / NCLEX Questions</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #12	<p><i>Course Objectives</i> 2, 3, 4, 5</p>	<p><u>Medications Affecting the Immune System:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Immunizations • Immunosuppressant drugs <ul style="list-style-type: none"> • Imuran <p><u>Medications for Infection:</u> <u>Drug classifications, actions, uses, side effects, and nursing implications</u></p> <ul style="list-style-type: none"> • Urinary tract infections • Classes of antibiotics • Tuberculosis <ul style="list-style-type: none"> • Antitubercular agents • Antifungal agents • Viral infections <ul style="list-style-type: none"> • Antiviral drugs • HIV/AIDS <ul style="list-style-type: none"> • Antiretroviral therapy <p>• <i>Application of Skills: Emergency Medications</i></p>	<p><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 41, 45</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 36: Immunizations ATI Pharmacology Chapter 37: Principles of Antimicrobial Therapy ATI Pharmacology Chapter 38: Antibiotics Affecting the Bacterial Cell Wall ATI Pharmacology Chapter 39: Antibiotics Affecting Protein Synthesis ATI Pharmacology Chapter 40: Urinary Tract Infections ATI Pharmacology Chapter 41: Mycobacterial, Fungal, and Parasitic Infections ATI Pharmacology Chapter 42: Viral Infections, HIV, and AIDS</p> <p>ATI Pharmacology Made Easy: The Immune System ATI Pharmacology Made Easy: Infection</p> <p>ATI Active Stack Pharmacology Flash Cards: Immune System Drugs ATI Active Stack Pharmacology Flash Cards: Infection System Drugs</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Emergency Medications:</u></p> <ul style="list-style-type: none"> • Glucagon • Epi Pen

WEEKLY COURSE CONTENT OUTLINE

PN 122C Pharmacology

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #13	<p><i>Course Objectives</i> 2, 3, 4, 5</p>	<p><u>Culturally competent care:</u></p> <ul style="list-style-type: none"> • Pharmacologic considerations in diverse cultures <p><u>Drug therapy and implications in:</u></p> <ul style="list-style-type: none"> • Therapy for malnutrition <ul style="list-style-type: none"> • Enteral nutrition • Parenteral nutrition • Herbal therapies • Dietary supplements 	<p><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). <i>Basic Pharmacology for Nurses with EAQ. 18th edition.</i> Mosby. Chapter(s) 46-47</p> <p><i>Homework and ATI Assignments:</i> ATI Pharmacology Chapter 26: Vitamins, Minerals, and Supplements</p> <p>ATI Fundamentals Chapter 42: Complementary and Alternative Therapies</p> <p>ATI Medical Surgical Chapter 42: Complementary and Alternative Therapies</p> <p>Medication Templates</p> <p>Silvestri: NCLEX Medication questions / NCLEX Questions</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Explore the growth and development needs of an individual from infancy through end-of-life. (EPSLO #1, 2, 6)
2. Apply the theories of cognitive, moral, and psychosocial development of an individual from infancy through the adolescent years. (EPSLO #1, 2, 6)
3. Identify the cultural, spiritual, and ethical issues within the family and their influence throughout the life span of the individual. (EPSLO #1, 2, 3, 6)
4. Examine theories of aging. (EPSLO #1, 2, 6)
5. Describe the stages of death and dying and the legal/ethical concerns associated with end-of-life. (EPSLO #1, 2, 3, 6)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

30 Contact Hours (30 Lecture Hours and 0 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #1	Course Objective 1, 2, 3	<p align="center"><u>Health Lifestyles</u></p> <ul style="list-style-type: none"> • Model for the nation’s health as proposed by <i>Healthy People 2020</i> • Leading health indicators related to access, preventive services, environment quality, immunization, injury and violence, maternal/ infant/child health, mental health, oral health, obesity, physical activity, reproductive and sexual health, social determinants, substance abuse, and tobacco use. • World Health Organization (WHO) and Centers for Disease Control and Prevention (CDC) • Levels of disease prevention: primary, secondary, and tertiary • Health-promoting behaviors • Response to stress and stress-reduction techniques 	<p>Readings: Polan, E. and Taylor, D. (2019). <i>Journey Across the Life Span: Human Development and Health Promotion</i>, 6th edition. F.A. Davis. Chapter(s) 1</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 16: Health Promotion and Disease Prevention Silvestri: 25 NCLEX questions/week</p>
Week #2	Course Objective 1, 3	<p align="center"><u>Communication</u></p> <ul style="list-style-type: none"> • Types of nonverbal communication • Social versus therapeutic communication styles • Components of therapeutic communication • Barriers to communication • Techniques to enhance communication • Multicultural communication 	<p>Readings: Polan, E. and Taylor, D. (2019). <i>Journey Across the Life Span: Human Development and Health Promotion</i>, 6th edition. F.A. Davis. Chapter(s) 2</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #3	Course Objective 1, 2, 3	<p align="center"><u>Culture</u></p> <ul style="list-style-type: none"> • Culture, race, and ethnicity • Beliefs, values, customs, and religious doctrines • Transcultural nursing • Cultural assessment in the health care setting • Cultural barriers to health care • Spirituality and religion • Meeting client needs through cultural and spiritual sensitivity 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 3</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>
Week #4	Course Objective 1, 2	<p align="center"><u>The Family</u></p> <ul style="list-style-type: none"> • Family Systems Theory • Family functions: <ul style="list-style-type: none"> • Physical maintenance, protection, nurturance, socialization and education, reproduction, and recreation. • Family life stages • Family violence and primary /secondary prevention 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 4</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>
Week #5	Course Objective 1, 2, 3, 4	<p align="center"><u>Theories of Growth and Development</u></p> <ul style="list-style-type: none"> • Freud and psychoanalytic theory • Erickson’s theory of psychosocial theory for stages of development • Piaget’s cognitive theory • Maslow’s human needs theory • Kohlberg’s theory of moral development • Watson’s theory of human caring science in nursing 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 5</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #6	Course Objectives 1, 2, 3	<u>Prenatal Period to 1 Year: Developmental tasks, the role of play, nutritional needs, safety and injury prevention</u> <ul style="list-style-type: none"> • Heredity and genetic counseling • Environmental influence • Physical characteristics • Neurological characteristics • Vital Signs • Developmental Milestones • Nutritional needs • Sleep and rest • The role of play • Safety needs and injury prevention • Health promotion 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 6</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 18: Infants (2 days to 1 year) Silvestri: 25 NCLEX questions/week</p>
Week #7	Course Objectives 1, 2, 3	<u>Toddlerhood: Developmental tasks, the role of play, nutritional needs, safety and injury prevention</u> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Nutritional needs • Sleep and rest • The role of play • Safety needs and injury prevention • Health promotion 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 7</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 19: Toddlers (1 to 3 years) Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #8	Course Objectives 1, 2, 3	<p><u>Preschool: Developmental tasks, the role of play, nutritional needs, safety and injury prevention</u></p> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Nutritional needs • Sleep and rest • The role of play • Safety needs and injury prevention • Health promotion 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 8</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 20: Preschoolers (3 to 6 years) Silvestri: 25 NCLEX questions/week</p>
Week #9	Course Objectives 1, 2, 3	<p><u>School Age: Developmental tasks, the role of play, nutritional needs, safety and injury prevention</u></p> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Cognitive development • Moral development • Nutritional needs • Sleep and rest • The role of play • Safety needs and injury prevention • Health promotion 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 9</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 21: School-Age Children (6 to 12 years) Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #10	Course Objectives 1, 2, 3	<p style="text-align: center;"><u>Puberty and Adolescence: Social and emotional development, peer relations, sexual maturity, safety and injury prevention</u></p> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Peer relationships • Sexual maturity • Nutritional needs • Sleep and rest • Exercise and leisure • Safety needs and injury prevention • Health promotion 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 10</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 22: Adolescents (12 to 20 years) Silvestri: 25 NCLEX questions/week</p>
Week #11	Course Objectives 1, 2, 3	<p style="text-align: center;"><u>Early Adulthood: Health promotion and maintenance, psychosocial development, parenting</u></p> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Parenting • Nutritional needs • Sleep and rest • Exercise and leisure • Safety needs and injury prevention • Health promotion 	<p>Readings: Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 11</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 23: Young Adults (20 to 35 years) Silvestri: 25 NCLEX questions/week</p>

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #12	<i>Course Objectives</i> 1, 2, 3	<p><u>Middle Adulthood: Health promotion and maintenance, psychosocial development, parenting, and the <i>Sandwich</i> generation</u></p> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Parenting • The “<i>Sandwich</i>” generation • Nutritional needs • Sleep and rest • Exercise and leisure • Safety needs and injury prevention • Health promotion 	<p><i>Readings:</i> Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 12</p> <p><i>Homework and ATI Assignments:</i> ATI Fundamentals for Nursing Chapter 24: Middle Adults (35 to 65 years) Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #13	<p><i>Course Objectives</i> 1, 2, 3, 4, 5</p>	<p><u>Late Adulthood into the Geriatric period: Physical changes of aging, health promotion and maintenance, psychosocial issues</u></p> <ul style="list-style-type: none"> • Theories of aging • Physical characteristics • Homeostasis • Vital Signs • Developmental Milestones • Nutritional needs • Sleep and rest • Exercise and leisure • Safety needs and injury prevention • Health promotion • Maslow’s Hierarchy of Needs: self-actualization • The National League for Nursing (NLN) <i>Human Flourishing</i> <p align="center"><u>Death and Dying</u></p> <ul style="list-style-type: none"> • Death as a part of life • Theories of loss and grief • Types of losses • Development of a concept of death • Cultural and Religious differences • Signs of approaching death • Legal and Ethical end-of-life issues 	<p><i>Readings:</i> Polan, E. and Taylor, D. (2019). Journey Across the Life Span: Human Development and Health Promotion, 6th edition. F.A. Davis. Chapter(s) 13-14</p> <p><i>Homework and ATI Assignments:</i> ATI Fundamentals for Nursing Chapter 25: Older Adults (65 years and older) Silvestri: 25 NCLEX questions/week</p>

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 123C Growth and Development Across the Lifespan

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Demonstrate effective therapeutic communication to meet the psychological needs of clients from diverse cultures experiencing mental health illness. (EPSLO #1, 2, 4)
2. Use the nursing process to facilitate health promotion and health maintenance behaviors for care of clients with mental health illness. (EPSLO #3, 5, 6)
3. Explain the rationale for clinical judgments that foster quality care for clients with mental health disorders. (EPSLO #2, 3, 5)
4. Identify health teaching needs for clients with varied mental health disorders. (EPSLO #1, 2, 3, 4, 5)
5. Discuss potential mental health issues that may occur throughout the life cycle. (EPSLO #2, 5, 6)
6. Compare the legal and ethical aspects that protect individuals with mental health disorders and the nurse's responsibilities in providing care within the LPN scope of practice. (EPSLO #3, 5)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

45 Contact Hours (45 Lecture Hours and 0 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #1	<p><i>Course Objectives</i> 1, 5, 6</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p align="center"><u>The History of Mental Health Care</u></p> <ul style="list-style-type: none"> • Early years through the Middle Ages: the Renaissance and Reformation • Seventeenth through the twentieth centuries • Influences of war: electroconvulsive therapy (ECT) and lobotomy surgical procedure <ul style="list-style-type: none"> • National Mental Health Act and National Institute of Mental Health • Introduction of psychotherapeutic drugs • Congressional actions and the twenty-first century <p align="center"><u>Current Mental Health Care Systems</u></p> <ul style="list-style-type: none"> • Inpatient and outpatient care settings • Delivery of community mental health services • Advocacy and the Multidisciplinary mental health care team • Impact of mental illness: economic and social issues <p align="center"><u>Ethical and Legal Issues in Mental Health Care</u></p> <ul style="list-style-type: none"> • Values and morals: acquiring values, values clarification • Patient’s Bill of Rights • Ethics: ethical principles, codes of ethics, ethical conflict • Legal concepts in health care: laws and mental health care: areas of potential liability <ul style="list-style-type: none"> • Care providers’ responsibilities <p align="center"><u>Sociocultural issues in Mental Health Care</u></p> <ul style="list-style-type: none"> • Influences of culture and belief systems about mental disorders 	<p><i>Readings:</i> Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 1-4</p> <p><i>Homework and ATI Assignments:</i> ATI Mental Health Chapter 2: Legal and ethical issues ATI Mental Health Chapter 6: Diverse practice settings Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #2	<p>Course Objectives 2, 3, 4, 5</p>	<ul style="list-style-type: none"> • Culture and mental health care <p align="center"><u>Theories and Therapies in Mental Health Care</u></p> <ul style="list-style-type: none"> • Theories and therapies: psychoanalytic, developmental, behavioral, humanistic, cognitive, sociocultural, bio-behavioral, psychobiology <ul style="list-style-type: none"> • Freud, Adler, Piaget, Erikson, B.F. Skinner, Carl Rogers • Maslow's influence – holistic psychology serves as a basis to plan and prioritize care • Common defense mechanisms • Nursing theories: Peplau, Orlando, Henderson, Johnson, Martha Rogers, King, Orem, Neuman, Levine, Sister Callista Roy, Leininger, Jean Watson • Individual and group therapies • Somatic therapies and future developments <p align="center"><u>Complementary and Alternative Medical Therapies (CAM) in Mental Health Care</u></p> <ul style="list-style-type: none"> • CAM approaches to mental health care: animal-assisted therapy, culturally based healing, diet and nutrition, expressive therapies, pastoral counseling, self-help groups, stress management <p align="center"><u>Principles and Skills of Mental Health Care</u></p> <ul style="list-style-type: none"> • Principles of mental health care <ul style="list-style-type: none"> • Holistic framework, acceptance, trust, consistency • Types of coping behaviors: physical, intellectual, emotional • Skills for mental health care <ul style="list-style-type: none"> • Self-awareness, caring, acceptance, boundaries • Jean Watson's Caritas Processes: Cultivation of sensitivity to self and others • Principles and practices for caregivers: nurturing self <p align="center"><u>Mental Health Assessment Skills</u></p> <ul style="list-style-type: none"> • Data Collection for Holistic Assessment: <ul style="list-style-type: none"> • Physical, sociocultural, mental status, cognition, emotional, and spiritual 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 5-6, 8-9</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 1: Basic mental health nursing concepts ATI Mental Health Chapter 4: Stress and defense mechanisms ATI Mental Health Chapter 7: Psychoanalysis, psychotherapy, and behavioral therapies ATI Mental Health Chapter 8: Group and family therapy ATI Mental Health Chapter 9: Stress management Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
		<ul style="list-style-type: none"> • Psychiatric assessment tools • Application of the nursing process 	
Week #3	Course Objectives 2, 3, 4	<p style="text-align: center;"><u>Psychotherapeutic Drug Therapy</u></p> <ul style="list-style-type: none"> • Effects of psychotherapeutic drug therapy on the nervous system <ul style="list-style-type: none"> • Neurotransmitters • Classifications of psychotherapeutic drugs: <ul style="list-style-type: none"> • Antianxiety medications • Antidepressant medications <ul style="list-style-type: none"> ▪ Monoamine oxidase inhibitors (MAOIs) – dietary and drug interactions ▪ Side effects of selective serotonin reuptake inhibitors (SSRIs) antidepressants ▪ Cholinergic side effects ▪ Hypertensive crisis • Mood stabilizer medications <ul style="list-style-type: none"> ▪ Lithium ▪ Commonly prescribed antimanics • Antipsychotic (Neuroleptic) medications <ul style="list-style-type: none"> ▪ Commonly prescribed antipsychotics ▪ Positive and negative symptoms of schizophrenia ▪ Extrapyramidal side effects of antipsychotics (EPSEs): drugs used to treat EPSE • Other psychotropic medications <ul style="list-style-type: none"> ▪ Commonly prescribed stimulants • Client care guidelines: <ul style="list-style-type: none"> • Assessment and coordination with the multidisciplinary team • Drug administration, monitoring, and evaluation • Client teaching • Adverse reactions • Noncompliance and informed decisions made by clients not to follow prescribed treatments • Informed consent 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 7</p> <p>Homework and ATI Assignments: ATI Mental Health Nursing Chapter 21: Medications for anxiety and trauma- and stressor-related disorders ATI Mental Health Nursing Chapter 22: Medications for depressive disorders ATI Mental Health Nursing Chapter 23: Medications for bipolar disorders ATI Mental Health Nursing Chapter 24: Medications for psychotic disorders ATI Mental Health Nursing Chapter 25: Medications for children and adolescents who have mental health issues ATI Mental Health Nursing Chapter 26: Medications for substance use disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #4	<p>Course Objectives 1, 2, 3, 4, 6</p>	<p align="center"><u>Therapeutic Communication</u></p> <ul style="list-style-type: none"> • Theories of communication: <ul style="list-style-type: none"> • Ruesch’s theory • Transactional analysis • Factors influencing communication: perceptions, values, and relationships • Levels of communication: verbal, nonverbal, intercultural communication • Therapeutic communication techniques <ul style="list-style-type: none"> • Listening skills • Importance of positive feedback • Interacting skills • Barriers to communication and nontherapeutic messages • Communicating with mentally troubled clients <ul style="list-style-type: none"> • Speech patterns associated with psychiatric problems <p align="center"><u>The Therapeutic Relationship</u></p> <ul style="list-style-type: none"> • Characteristics and phases of the therapeutic relationship <ul style="list-style-type: none"> • Client-caregiver relationship • Roles of the caregiver: self-assessment of <i>helping boundaries</i> • Documentation and client care plan <p align="center"><u>The Therapeutic Environment</u></p> <ul style="list-style-type: none"> • Inpatient setting: <ul style="list-style-type: none"> • Crisis stabilization • Acute care and treatment • Caring for the chronically mentally ill population: <ul style="list-style-type: none"> • Goals of a therapeutic environment • Recidivism 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 10-12</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 3: Effective communication ATI Mental Health Chapter 5: Creating and maintaining a therapeutic and safe environment Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #5	<p>Course Objectives 2, 3, 4, 5</p>	<ul style="list-style-type: none"> • The therapeutic environment and client needs: Maslow's Hierarch of Needs <p align="center"><u>Problems of Childhood in Mental Health Care</u></p> <ul style="list-style-type: none"> • Theories of childhood growth and development: Freud, Piaget, Erikson • Common behavioral problems of childhood • Mental health problems of childhood • Therapeutic actions for homeless clients • Abuse and neglect • Parent-child conflicts • Emotional problems: anxiety, depression • Behavioral problems: children and violence, electronic media, attention-deficit/hyperactivity disorder (ADHD) • Eating and elimination disorders • Developmental problems: mental retardation; learning disorders • Pervasive developmental disorders: Autism • Schizophrenia • Application of the nursing process: assessment tools for children <p align="center"><u>Problems of Adolescence in Mental Health Care</u></p> <ul style="list-style-type: none"> • Physical and psychosocial development: puberty; peer groups • Common problems of adolescence • Mental health problems of adolescence • Behavioral disorders: attention-deficit/hyperactivity disorder (ADHD) <ul style="list-style-type: none"> • Medications for teens with ADHD • Mood disorders: anxiety and depression in adolescents • Eating disorders: anorexia nervosa; bulimia • Chemical dependency • Personality disorders; psychosis • Therapeutic interventions for suicidal teens 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 13-14</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 28: Mental health issues of children and adolescents Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

		<ul style="list-style-type: none"> Application of the nursing process: building self-esteem and skill development for functional living 	
WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #6	<p>Course Objectives 2, 3, 4, 5</p>	<p align="center"><u>Problems of Adulthood in Mental Health Care</u></p> <ul style="list-style-type: none"> Adult growth and development: emotional, intellectual and social development, parenting, spiritual dimension. Common problems of adults Mental health problems of adults The influence of culture on beliefs related to mental health Ineffective coping Preventing mental illness <p align="center"><u>Problems of Older Adulthood in Mental Health Care</u></p> <ul style="list-style-type: none"> Mental changes of aging Common problems of older adults Mental health problems of older adults: elder abuse, depression Standards of geriatric care – American Nurses Association (ANA) Age-related interventions: memory loss Mentally ill older adults, mental health promotion and prevention <ul style="list-style-type: none"> Polypharmacy <p align="center"><u>Cognitive Impairment, Alzheimer’s Disease, and Dementia</u></p> <ul style="list-style-type: none"> Medications and the elderly population Clients with delirium: possible causes, cultural considerations of Alzheimer’s disease and vascular dementia, symptoms and sundown syndrome Alzheimer’s disease: stages, drug treatment, therapeutic interventions <ul style="list-style-type: none"> Caregiver support and education Application of the nursing process <ul style="list-style-type: none"> Functional assessment Communication techniques for persons with Alzheimer’s disease 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 15-17</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 17: Neurocognitive disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
		<ul style="list-style-type: none"> • Orienting environmental cues 	
Week #7	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p style="text-align: center;"><u>Managing Anxiety</u></p> <ul style="list-style-type: none"> • Levels of anxiety, coping methods, and defense mechanisms • Anxiety throughout the life cycle • Anxiety disorders: Separation anxiety disorder, generalized anxiety disorder, panic disorder, agoraphobia, phobic disorders, selective mutism, obsessive-compulsive disorder, body dysmorphic disorder, hoarding, trichotillomania, excoriation disorder, addictive behaviors, stressor and trauma disorders • Therapeutic interventions: <ul style="list-style-type: none"> • Cognitive-behavioral therapy (CBT), systematic desensitization, and flooding • Side effects of benzodiazepines and nursing/ therapeutic interventions <p style="text-align: center;"><u>Illness and Hospitalization in Mental Health Care</u></p> <ul style="list-style-type: none"> • Stages of illness experience: symptoms, sick role, medical care, dependency, recovery and rehabilitation • Behavioral and emotional changes associated with illness • Stages of hospitalization: overwhelmed, stabilization, and adaptation • Psychiatric hospitalization <ul style="list-style-type: none"> • Therapeutic interventions, psychosocial care and supporting significant others • Pain management • Discharge planning • Application of the therapeutic/ nursing process for hospitalized clients <p style="text-align: center;"><u>Dissociative Disorders</u></p> <ul style="list-style-type: none"> • The healthy personality and self-concept throughout the life cycle <ul style="list-style-type: none"> • Behaviors associated with low self-esteem • Dissociative disorders: depersonalization/ derealization disorder, dissociative trance disorder, dissociative identity disorder • Culturally defined mental health disorders with dissociative states 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 18-19, 24</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 11: Anxiety disorders ATI Mental Health Chapter 12: Trauma- and stressor-related disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
		<ul style="list-style-type: none"> • Therapeutic interventions: Pharmacologic therapy • Application of the nursing/ therapeutic process 	
Week #8	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p style="text-align: center;"><u>Depression and Other Mood Disorders, Bipolar Disorders</u></p> <ul style="list-style-type: none"> • Emotions throughout the life cycle: adults at risk for depression • Mood disorders: <ul style="list-style-type: none"> • Major depressive episode • Major depressive disorder • Persistent depressive disorder • Premenstrual dysphoric disorder • Cyclothymic disorder • Seasonal affective disorder • Bipolar disorders • Medications with possible link to depression • Treatment and therapies: <ul style="list-style-type: none"> • Psychotherapies • Electroconvulsive therapy (ECT) • Transcranial direct current stimulation (tDCS) • Drug therapies: <ul style="list-style-type: none"> • Antidepressants and mood-stabilizing drugs • Side effects of antidepressants and nursing care • Side effects of Lithium and nursing care <ul style="list-style-type: none"> • Signs and symptoms of Lithium toxicity • Application of the nursing/ therapeutic process 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 21</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 10: Brain stimulation therapies ATI Mental Health Chapter 13: Depressive disorders ATI Mental Health Chapter 14: Bipolar disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #9	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p align="center"><u>Physical Problems and Psychological Sources</u></p> <ul style="list-style-type: none"> • Role of emotions in health and homeostasis • Anxiety and stress: physiological stress response and somatic symptoms <ul style="list-style-type: none"> • Hans Selye – general adaptation syndrome • Physical conditions affected by psychobiological factors: cardiovascular, musculoskeletal, respiratory, gastrointestinal, skin, genitourinary, endocrine • Cultural influences on somatization disorders • Somatic symptom disorders: Briquet’s syndrome or hysteria, hypochondriasis, illness anxiety disorder, conversion disorder, factitious disorders and malingering • Features of somatic symptom disorders <ul style="list-style-type: none"> • Somatic symptom disorder • Hypochondriasis • Conversion disorder • Factitious disorder • Implications for care providers • Therapeutic interventions for clients with psychophysical responses <p align="center"><u>Eating and Sleeping Disorders</u></p> <ul style="list-style-type: none"> • Types of eating disorders: anorexia nervosa, bulimia, obesity, pica, rumination disorder • Treatment and therapies: medical stabilization, nutrition, coping skills, behavior modification • Sleep-Wake disorders: <ul style="list-style-type: none"> • Insomnia • Narcolepsy • Sleep-related hypoventilation • Guidelines for interventions 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 22-23</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 19: Eating disorders ATI Mental Health Chapter 20 Somatic symptom and related disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #10	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p align="center"><u>Anger and Aggression</u></p> <ul style="list-style-type: none"> • Definitions and terms: anger, aggression, assertiveness; impulse control, acting out, passive aggression, violence, assault, battery • Expressions of anger: behaviors turned outward, behaviors turned inward • Gender aggression • Aggression throughout the life cycle • The cycled of assault: trigger, escalation, crisis, recovery, depression • Levels of intervention with anger: level 1-prevention, level 2-protection, level 3-violence control • Anger-control disorders: aggressive behavioral disorders of childhood, impulse-control disorders, adjustment disorders • Therapeutic guidelines and interventions: communicating with angry clients <ul style="list-style-type: none"> • Risk for violence <p align="center"><u>Outward-Focused Emotions: Violence</u></p> <ul style="list-style-type: none"> • Social factors and violence: agitation, aggression, abuse, violence, neglect, exploitation • Abuse, neglect, and exploitation within the family: <ul style="list-style-type: none"> • Domestic violence, gender abuse, abuse during pregnancy, child abuse, adolescent abuse, elder abuse, sexual abuse • Abuse, neglect, and exploitation within the community: <ul style="list-style-type: none"> • Homicides, crimes and group abuse • Mental health disorders relating to violence: posttraumatic stress disorder, rape-trauma syndrome • Therapeutic interventions: forensic evidence, treating victims of violence, violence prevention <ul style="list-style-type: none"> • Rape-trauma syndrome <p align="center"><u>Inward-Focused Emotions: Suicide</u></p> <ul style="list-style-type: none"> • Suicide: direct and indirect self-destructive behaviors, myths and facts about suicide • Characteristics of suicide, cultural factors, and social factors • Suicide throughout the life cycle • Assessment of suicidal potential and therapeutic interventions of suicidal clients 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 25-27</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 29: Crisis management ATI Mental Health Chapter 30: Suicide ATI Mental Health Chapter 31: Anger management ATI Mental Health Chapter 32: Family and community violence Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #11	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p align="center"><u>Substance-Related Disorders</u></p> <ul style="list-style-type: none"> • Role of chemicals in society, cultural considerations, substance use and age • Categories of abused substances • Alcohol: effects on the nervous system, fetal alcohol syndrome, delirium tremens (DTs) • Caffeine, cannabis, hallucinogens, phencyclidine (PCP), opioids, amphetamines, cocaine, crack, designer drugs, methamphetamines (meth) • Characteristics of substance use and abuse; stages of addiction • Guidelines for interventions • Treatments and therapies • Application of the nursing/ therapeutic process 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 28</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 18: Substance use and addictive disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>
Week #12	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p align="center"><u>Personality Disorders</u></p> <ul style="list-style-type: none"> • Personality throughout the life cycle • Theories relating to personality disorders: biological, psychoanalytical, behavioral, sociocultural • Personality disorders: <ul style="list-style-type: none"> • Eccentric – paranoid, schizoid, schizotypal • Erratic – antisocial, borderline, histrionic, narcissistic • Fearful – avoidant, dependent, obsessive-compulsive • Medications used to treat personality disorders • Application of the nursing/ therapeutic process <p align="center"><u>Schizophrenia and Other Psychoses</u></p> <ul style="list-style-type: none"> • Psychosis throughout the life cycle • Theories relating to psychosis and cultural considerations • Schizophrenia and subtypes: treatments and therapies <ul style="list-style-type: none"> • Speech disturbances in schizophrenia • Application of the nursing/ therapeutic process • Pharmacological therapy: extrapyramidal side effects, neuroleptic malignant syndrome, tardive dyskinesia, anticholinergic effects 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 30-31</p> <p>Homework and ATI Assignments: ATI Mental Health Chapter 15: Psychotic disorders ATI Mental Health Chapter 16: Personality disorders Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #13	<p><i>Course Objectives</i> 1, 2, 3, 4, 5, 6</p>	<p align="center"><u>Chronic Mental Health Disorders</u></p> <ul style="list-style-type: none"> • Scope of mental illness • Public policy and mental health: effects of deinstitutionalization, meeting basic needs, access to health care. • Characteristics of chronic mental illness • Special populations <ul style="list-style-type: none"> • Children and adolescents with chronic mental illness • Older adults with chronic mental illness • Persons with multiple disorders • Providing care for chronically mentally ill people: inpatient settings, outpatient settings, psychiatric rehabilitation • Therapeutic interventions and pharmacological therapy • Application of nursing/ therapeutic process <p align="center"><u>Challenges for the Future</u></p> <ul style="list-style-type: none"> • Changes in mental health care <ul style="list-style-type: none"> • Changes in settings for psychiatric care: institutions, community, home • Homelessness • Drug use and abuse • The Americans with Disabilities Act • Cultural influences • The interdisciplinary mental health care team • Mental health clients: competency, empowerment of clients, and obligations of clients <ul style="list-style-type: none"> • Obligations of care providers – Obligations of the therapeutic partnership • Expanded role for nurses • The change process and challenges to society 	<p><i>Readings:</i> Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 32-33</p> <p><i>Homework and ATI Assignments:</i> ATI Mental Health Chapter 41: Psychosocial issues of infants, children, and adolescents Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Apply the nursing process to provide individualized, compassionate care and health teaching for the mother with newborn and pediatric client/family. (EPSLO #1, 2, 3, 5, 6)
2. Participate in the plan of care in collaboration with the healthcare team for the antepartum and post-partum client experiencing a normal or complex pregnancy. (EPSLO #2, 3, 5)
3. Participate in the plan of care in collaboration with the healthcare team for the pediatric client experiencing congenital, communicable and acquired illnesses. (EPSLO #2, 3, 5)
4. Describe the experience of the hospitalized pregnant woman, infant and family from diverse cultural backgrounds. (EPSLO #1, 2, 5, 6)
5. Summarize the diseases/system disorders of childhood and the impact on individuals, families and society. (EPSLO #2, 5, 6)
6. Explain the rationale for clinical judgments that promote safe, quality care for maternal, newborn, and pediatric clients. (EPSLO #2, 3, 5)
7. Analyze effective communication in interactions with clients, family, and members of the healthcare team. (EPSLO #1, 4)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

70 Contact Hours (65 Lecture Hours and 5 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #1	<p>Course Objectives 1, 6, 7</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p align="center"><u>Overview of Maternity and Pediatric Nursing</u></p> <ul style="list-style-type: none"> • History • Current trends • Key terms • Family-centered care • Changing perceptions of childbearing • Cultural consideration • Genomics • Interprofessional nursing care • Influence of prenatal care on the adult health of the newborn • Review of reproductive anatomy and physiology • Fetal development: <ul style="list-style-type: none"> • Impaired prenatal development and subsequent illness • Multifetal pregnancy <p align="center"><u>The Nurse's Role in Women's Health Care</u></p> <ul style="list-style-type: none"> • Goal of <i>Healthy People 2030</i> and preventative health care for women • Menstrual disorders • Gynecological infections: toxic shock syndrome, sexually transmitted infections (STI's), pelvic inflammatory disease • Family planning • Menopause 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 1-3, 11</p> <p>Homework and ATI Assignments: ATI Maternal Newborn Chapter 1: Conception Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #2	<p>Course Objectives 1, 2, 6, 7</p>	<p><u>Nursing Care of Families in the Prenatal Period and Adaptation to Pregnancy</u></p> <ul style="list-style-type: none"> • Goals of prenatal care • Determining the estimated date of delivery • Signs of pregnancy • Physiological changes in pregnancy • Nutrition for pregnancy and lactation • Exercise during pregnancy • Common discomforts in pregnancy • Psychosocial adaptation to pregnancy • Prenatal education • Effect of pregnancy and lactation on medication metabolism • Immunization during pregnancy • Nursing care during pregnancy <p><u>Nursing Care of Women with Complications During Pregnancy</u></p> <ul style="list-style-type: none"> • Assessment of fetal health • Hyperemesis gravidarum • Bleeding disorders • Gestational hypertension: preeclampsia and eclampsia • Blood Incompatibility: ABO and Rh • Gestational diabetes mellitus • Congestive heart failure during pregnancy • Nursing care for anemias during pregnancy • TORCH Infections: Toxoplasmosis, Rubella, Cytomegalovirus, herpes simplex virus, and other infections • Group B streptococcus infection (GBS) • Substance abuse: harmful effects on the fetus • Effects of a high-risk pregnancy on the family 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 4-5</p> <p>Homework and ATI Assignments: ATI Maternal Newborn Chapter 2: Expected physiological changes during pregnancy ATI Maternal Newborn Chapter 3: Prenatal care ATI Maternal Newborn Chapter 4: Nutrition during pregnancy ATI Maternal Newborn Chapter 5: Determination of fetal well-being ATI Maternal Newborn Chapter 6: Bleeding during pregnancy ATI Maternal Newborn Chapter 7: Infections ATI Maternal Newborn Chapter 8: Medical conditions Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #3	<p>Course Objectives 1, 2, 4, 6 7</p>	<p><u>Nursing Care of Mother and Infant during Labor and Birth: Intra-Partum</u></p> <ul style="list-style-type: none"> • Cultural practices on birth practices • Settings for childbirth • Delivery process: <ul style="list-style-type: none"> • Powers – uterine contractions and maternal pushing • Passage/Passenger – pelvis and fetal position • Psyche influences in labor • Signs of impending labor • Mechanisms of labor - Cardinal movements • Admission to hospital or Birth Center • Nursing care before birth • Stages and phases of labor • Nursing care during and after birth • Cord blood banking <p align="center"><u>Nursing Management of Pain during Labor and Birth</u></p> <ul style="list-style-type: none"> • Education classes for childbearing • Childbirth and pain <ul style="list-style-type: none"> • Factors that influence labor pain • Nonpharmacological childbirth preparation and pain management • Pharmacological pain management 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 6-7</p> <p>Homework and ATI Assignments: ATI Maternal Newborn Chapter 10: Nursing Care of the Client in Labor – pain management Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #4	<p><i>Course Objectives</i> 1, 2, 4, 6, 7</p>	<p><u>Nursing Care of Women with Complications During Labor and Birth</u></p> <ul style="list-style-type: none"> • Obstetric procedures: induction or augmentation of labor, amniotomy, version, forceps and vacuum extraction births • Vaginal birth <ul style="list-style-type: none"> • Episiotomy and lacerations • Cesarean birth • Abnormal labor – dystocia • Premature rupture of membranes • Preterm labor • Prolonged pregnancy • Emergencies during childbirth: prolapsed umbilical cord, placenta accreta, uterine rupture, amniotic fluid embolism 	<p><i>Readings:</i> Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 8</p> <p><i>Homework and ATI Assignments:</i> ATI Maternal Newborn Chapter 10:</p> <ul style="list-style-type: none"> • Therapeutic procedures to assist with labor and delivery • Complications related to the labor process <p>Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #5	<p>Course Objectives 1, 2, 4, 6, 7</p>	<p style="text-align: center;"><u>The Family After Birth: Post-Partum Period</u></p> <ul style="list-style-type: none"> • Cultural influences on post-partum care • Physical changes in the mother after birth • Emotional care • Parenthood • The family care plan <ul style="list-style-type: none"> • Breastfeeding and Formula feeding • Discharge planning • Application of skills: Focused Assessment/Data Collection – Mother After Birth • Application of skills: Post-Partum • Application of skills: Client Teaching <p style="text-align: center;"><u>Nursing Care of Women with Complications After Birth</u></p> <ul style="list-style-type: none"> • Hemorrhage and Shock • Thromboembolic disorders • Infections: Puerperal sepsis; mastitis • Mood disorders: postpartum depression and psychosis • The homeless mother and newborn 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 9-10</p> <p>Homework and ATI Assignments: ATI Maternal Newborn Chapter 12: Nursing care of the client during the postpartum period ATI Maternal Newborn Chapter 13: Complication of the Postpartum Period</p> <ul style="list-style-type: none"> • Postpartum disorders • Postpartum infections • Postpartum blues, depression, and psychosis <p>Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Focused Assessment/ Data Collection- Mother After Birth:</u></p> <ul style="list-style-type: none"> • Vital signs • BUBBLEHE- <u>b</u>reast, <u>u</u>terus, <u>b</u>ladder, <u>b</u>owel sounds, <u>l</u>ochia, <u>e</u>pisiotomy, <u>h</u>emorrhoids & <u>H</u>oman’s sign, <u>e</u>ducation & <u>e</u>dema <p><u>Post-Partum:</u></p> <ul style="list-style-type: none"> • Care of the post-partum mother <p><u>Client Teaching:</u></p> <ul style="list-style-type: none"> • Perineal care • Breast care • Breast feeding • Nutrition • Reportable symptoms • Care of the infant

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #6	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p align="center"><u>Nursing Care of the Newborn</u></p> <ul style="list-style-type: none"> • Physical characteristics of term neonate • Physical characteristics of pre-term neonate • Physical characteristics of post-term neonate • Pain assessment tools for infants • Laboratory values • Thermoregulation (warmth) • The interactive bath • Nutrition <ul style="list-style-type: none"> • Kangaroo care • Discharge planning and parent teaching <p>• Application of skills: Focused Assessment/Data Collection – Neonate</p> <p>• Application of skills: Newborn Nursery</p>	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 12-13</p> <p>Homework and ATI Assignments: ATI Maternal Newborn Chapter 14: Newborn data collection ATI Maternal Newborn Chapter 15: Nursing care of newborns ATI Maternal Newborn Chapter 16: Baby-friendly care Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Focused Assessment/ Data Collection- Neonate:</u></p> <ul style="list-style-type: none"> • Vital signs • Measurements – weight, length, head/chest/abdominal circumference <p><u>Newborn Nursery:</u></p> <ul style="list-style-type: none"> • Care of the newborn • Holding • Suctioning (bulb) • Urine Specimen (Pedi bag)

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #7	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p align="center"><u>Nursing Care of the Newborn with Perinatal Injury or Congenital Malformation</u></p> <ul style="list-style-type: none"> • Neural tube defects: hydrocephalus, Spina Bifida • Gastrointestinal (GI) system: Cleft lip, Cleft palate • Musculoskeletal system: Clubfoot, hip Dysplasia • Metabolic defects: Phenylketonuria, maple syrup urine disease, galactosemia • Chromosomal abnormalities: Down’s syndrome • Perinatal injuries: hemolytic disease – erythroblastosis fetalis <ul style="list-style-type: none"> • RhoGAM, jaundice, hyperbilirubinemia, kernicterus, phototherapy • Intracranial hemorrhage • Meconium aspiration syndrome • Neonatal abstinence syndrome – prenatal exposure to drugs • Infant of a diabetic mother 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 14</p> <p>Homework and ATI Assignments: ATI Maternal Newborn Chapter 16: Complications of the Newborn ATI Nursing Care of Children Chapter 39: Complications of infants Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #8	Course Objectives 1, 3, 5, 6, 7	<p align="center"><u>The Pediatric Client, Hospitalization Experience, and Health Care Adaptation for the Child and Family</u></p> <ul style="list-style-type: none"> • The child’s reaction to hospitalization <ul style="list-style-type: none"> • Separation anxiety • Evaluation tools for pain • Intercultural communication • The parent’s reaction to hospitalization • Confidentiality and legality <ul style="list-style-type: none"> • Informed consent and identification • Data collection, observation, and recording • Vital signs in children • Specimen collection in children • Physiological responses to medications in infants and children • Nursing responsibilities in administering medications to infants and children <ul style="list-style-type: none"> • Parent teaching • Preventing medication errors • Discharge planning with the interdisciplinary healthcare team • Home care • Jean Watson’s Caritas Processes: Teaching-Learning toward Health-Healing-Wellness Coaching Model • Application of the nursing process • Application of skills: Immunizations 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 21-22</p> <p>Homework and ATI Assignments: ATI Nursing Care of Children Chapter 1: Family-centered care ATI Nursing Care of Children Chapter 2: Physical assessment findings ATI Nursing Care of Children Chapter 3-7: Health promotion of infants, toddlers, preschoolers, school-age children, adolescents ATI Nursing Care of Children Chapter 8: Safe administration of medication ATI Nursing Care of Children Chapter 9: Pain management ATI Nursing Care of Children Chapter 10: Hospitalization, illness, and play Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Immunizations:</u></p> <ul style="list-style-type: none"> • Immunization schedule • Immunization site marking for injection

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #9	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p align="center"><u>Nursing Care of the Child with Sensory, Neurological, or Musculoskeletal condition</u></p> <ul style="list-style-type: none"> • Sensory conditions <ul style="list-style-type: none"> • Auditory: otitis externa, acute otitis media, myringotomy, hearing impairment • Visual: amblyopia, hyperopia, myopia, strabismus, conjunctivitis, periorbital cellulitis, hyphema, retinoblastoma • Neurological conditions <ul style="list-style-type: none"> • Level of consciousness • Reye’s Syndrome • Meningitis and Encephalitis • Brain Tumors • Seizure disorders and Epilepsy • Cerebral Palsy • Head injuries • Near drowning • Musculoskeletal conditions <ul style="list-style-type: none"> • Strains, sprains, and fractures; Types of traction • Osteomyelitis • Scoliosis and Halo traction • Family violence, child abuse, and neglect • Family health teaching • Interdisciplinary discharge planning and Home care • Application of the nursing process • Application of skills: Focused Assessment/Data Collection – Pediatrics 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 23-24</p> <p>Homework and ATI Assignments: ATI Nursing Care of Children Chapter 12: Acute neurological disorders ATI Nursing Care of Children Chapter 13: Seizures ATI Nursing Care of Children Chapter 14: Cognitive and sensory impairment ATI Nursing Care of Children Chapter 26: Fractures ATI Nursing Care of Children Chapter 27: Musculoskeletal congenital disorders ATI Nursing Care of Children Chapter 28: Chronic neuromusculoskeletal disorders ATI Nursing Care of Children Chapter 36: Acute Otitis Media Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Focused Assessment/ Data Collection- Pediatrics:</u></p> <ul style="list-style-type: none"> • Infant (2 days – 1 year)

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #10	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p><u>Nursing Care of the Child with Respiratory, Cardiovascular, blood, blood-forming organs, or lymphatic system disorders</u></p> <ul style="list-style-type: none"> • Respiratory conditions <ul style="list-style-type: none"> • Upper respiratory infections: pharyngitis, sinusitis, croup syndromes, epiglottitis • Bronchitis • Respiratory Syncytial Virus (RSV) • Pneumonia • Allergic Rhinitis • Asthma: metered-dose inhalers, peak-flow meter, self-care • Cystic Fibrosis • Sudden infant death syndrome (SIDS) • Cardiovascular conditions <ul style="list-style-type: none"> • Congenital heart defects • Rheumatic fever • Kawasaki disease • Blood, blood-forming organ, or lymphatic system disorders <ul style="list-style-type: none"> • Anemia and Sickle cell disease • Hemophilia • Leukemia and Hodgkin’s disease • Nursing care of the dying child • Family health teaching • Interdisciplinary discharge planning and Home care • Application of the nursing process • Application of skills: Focused Assessment/Data Collection – Pediatrics 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 25-27</p> <p>Homework and ATI Assignments: ATI Nursing Care of Children Chapter 11: Death and dying ATI Nursing Care of Children Chapter 15: Oxygen and inhalation therapy ATI Nursing Care of Children Chapter 16: Acute and infectious respiratory illnesses ATI Nursing Care of Children Chapter 17: Asthma ATI Nursing Care of Children Chapter 18: Cystic Fibrosis ATI Nursing Care of Children Chapter 19: Cardiovascular disorders ATI Nursing Care of Children Chapter 20: Hematologic disorders ATI Nursing Care of Children Chapter 40: Pediatric emergencies Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Focused Assessment/Data Collection-Pediatrics:</u></p> <ul style="list-style-type: none"> • Toddlers (1-3 years)

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #11	Course Objectives 1, 3, 5, 6, 7	<p><u>Nursing Care of the Child with Gastrointestinal, Genitourinary, Skin, or Metabolic condition</u></p> <ul style="list-style-type: none"> • Gastrointestinal conditions <ul style="list-style-type: none"> • Congenital: Esophageal atresia, imperforate anus • Celiac disease • Hirschsprung's disease • Principles of fluid balance in children • Nutrition: Failure to thrive, rickets, scurvy • Appendicitis • Drug Poisoning and Lead Poisoning (Plumbism) • Genitourinary conditions <ul style="list-style-type: none"> • Anomalies: phimosis, hypospadias, epispadias • Urinary tract infections • Wilms' tumor • Sexual abuse • Skin conditions <ul style="list-style-type: none"> • Congenital lesions: strawberry nevus, port-wine nevus • Infections: seborrheic dermatitis, acne vulgaris, eczema, staph, impetigo, fungal, pediculosis capitis • Metabolic conditions <ul style="list-style-type: none"> • Tay-Sachs disease • Type 1 diabetes mellitus <ul style="list-style-type: none"> ▪ Types of stress on child and family with diabetes ▪ Home management of child with diabetes • Family health teaching • Interdisciplinary discharge planning and Home care • Application of the nursing process • Application of skills: Focused Assessment/Data Collection – Pediatrics 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 28-31</p> <p>Homework and ATI Assignments: ATI Nursing Care of Children Chapter 21: Acute infectious gastrointestinal disorders ATI Nursing Care of Children Chapter 22: Gastrointestinal structural and inflammatory disorders ATI Nursing Care of Children Chapter 23: Enuresis and urinary tract infections ATI Nursing Care of Children Chapter 24: Structural disorders of the genitourinary tract and reproductive system ATI Nursing Care of Children Chapter 25: Renal disorders ATI Nursing Care of Children Chapter 29: Skin infections and infestations ATI Nursing Care of Children Chapter 30: Dermatitis and Acne ATI Nursing Care of Children Chapter 32: Diabetes Mellitus ATI Nursing Care of Children Chapter 38: Pediatric cancers Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p style="text-align: center;"><u>Focused Assessment/ Data Collection- Pediatrics:</u></p> <ul style="list-style-type: none"> • Preschoolers (3-6 years)

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #12	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p><u>Nursing Care of the Child with Communicable Diseases, Bioterrorism, Natural Disasters, and HIV/AIDS</u></p> <ul style="list-style-type: none"> • Common childhood communicable diseases <ul style="list-style-type: none"> • Varicella, rubella, measles, roseola, mumps, pertussis, mononucleosis, diphtheria, scarlet fever • <i>Healthy People 2030</i> and immunization programs <ul style="list-style-type: none"> • Nursing responsibilities in vaccine administration • Bioterrorism and Natural Disasters <ul style="list-style-type: none"> • The nurse's role during a disaster in the maternal-child units • Common diseases and management to agents that can be spread through bioterrorism • Sexually transmitted infections in pediatric populations <ul style="list-style-type: none"> • Human Papillomavirus • HIV/AIDS in children • Family health teaching • Interdisciplinary discharge planning and Home care • Application of the nursing process • Application of skills: Focused Assessment/Data Collection – Pediatrics 	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 32</p> <p>Homework and ATI Assignments: ATI Nursing Care of Children Chapter 34: Immunizations ATI Nursing Care of Children Chapter 35: Communicable diseases ATI Nursing Care of Children Chapter 37: HIV/AIDS Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p><u>Focused Assessment/Data Collection-Pediatrics:</u></p> <ul style="list-style-type: none"> • School-Age Children (6-12 years)

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #13	Course Objectives 1, 3, 5, 6, 7	<p align="center"><u>Nursing Care of the Child with Emotional or Behavioral condition</u></p> <ul style="list-style-type: none"> • Dyslexia • Autism spectrum disorders • Attention deficit/Hyperactivity disorder (ADHD) • Eating disorders: anorexia nervosa, bulimia • Depression and suicide in adolescents • Substance abuse in children <ul style="list-style-type: none"> • Children of alcoholics • Effect of illness on growth and development • Effect of illness on siblings • Maslow’s Hierarchy of Needs: love/belonging needs • Family health teaching • Interdisciplinary discharge planning and Home care • Application of the nursing process <p align="center"><u>Complementary and Alternative Medicine (CAM) Therapies in Maternity and Pediatric Nursing</u></p> <ul style="list-style-type: none"> • Pediatric use • The nurse’s role and cultural considerations <ul style="list-style-type: none"> • Cautions in CAM Therapy • Federal regulations • Common alternative health care practices <ul style="list-style-type: none"> • Herbs commonly used in pediatrics • Popular herbs used in menopause <p>Application of skills: Focused Assessment/Data Collection – Pediatrics</p>	<p>Readings: Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 33-34</p> <p>Homework and ATI Assignments: ATI Nursing Care of Children Chapter 41: Psychosocial issues of infants, children, and adolescents Silvestri: 25 NCLEX questions/week Elsevier: EAQ Adaptive Quizzing</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Focused Assessment/ Data Collection- Pediatrics:</u></p> <ul style="list-style-type: none"> • Adolescents (12-20 years)

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Relate evidence-based standards to use of the nursing process for safe, quality care and improved health outcomes. (EPSLO #2, 3, 5)
2. Identify clients' needs in congruence with their cultural and spiritual beliefs, values, and customs. (EPSLO #1, 2, 3, 5, 6)
3. Explain principles of therapeutic interventions to meet client healthcare needs within Maslow's Hierarchy of Needs. (EPSLO #2, 3, 5, 6)
4. Distinguish legal and ethical implications in client care within the scope of practice for practical nurses. (EPSLO #2, 3, 5)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

90 Contact Hours (80 Lecture Hours and 10 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #1	<p>Course Objectives 1, 2, 4</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p align="center"><u>Understanding Health Care Issues</u></p> <ul style="list-style-type: none"> • Critical thinking skills and the nursing process • Evidence-based practice: levels of evidence • Quality improvement and outcomes measurement • Health literacy and <i>Healthy People 2020</i> • Bioethical issues and ethical decision-making process • Legal concepts: mandatory reporting, human trafficking • Cultural and spirituality influences on nursing care and the delivery of individualized, holistic care • Jean Watson’s Caritas Processes: Creating Healing Environment 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). <i>Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition</i>. F.A. Davis. Chapter(s) 1-4</p> <p>Homework and ATI Assignments: Silvestri: 25 NCLEX questions/week</p>	
Week #2	<p>Course Objectives 1, 3</p>	<p align="center"><u>Fluid & Electrolytes, and Acid-Base Balance</u> <u>Intravenous (IV) Therapy</u></p> <ul style="list-style-type: none"> • Fluid imbalances - Dehydration in older adults • Electrolyte imbalances - Confusion in older adults • Acid-base balance: respiratory and metabolic • Nursing care of clients receiving IV therapy <ul style="list-style-type: none"> • Potential fluid volume excess in care of older adult receiving IV fluids • Application of skills: Blood Transfusion 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). <i>Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition</i>. F.A. Davis. Chapter(s) 6-7</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 34: Blood and Blood Product Transfusions ATI Medical Surgical Chapter 36: Fluid Imbalances ATI Medical Surgical Chapter 37: Electrolyte Imbalances ATI Medical Surgical Chapter 38: Acid-Base Imbalances Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Blood Transfusion:</u></p> <ul style="list-style-type: none"> • Blood transfusion monitoring • Blood transfusion reactions

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #3	Course Objectives 1, 2, 3, 4	<u>Nursing Care of Clients Having Surgery</u> <ul style="list-style-type: none"> • Laser, scope, and robotic technologies • Preoperative teaching and informed consent • Gerontological issues: stress in the older adult • Admission to the perianesthesia care unit • Postoperative pain management, client discharge • Quality improvement measure for care of the surgical client • Documentation • Maslow's Hierarchy of Needs: safety needs 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 12</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 84: Preoperative Nursing Care ATI Medical Surgical Chapter 85: Postoperative Nursing Care Silvestri: 25 NCLEX questions/week</p>	
Week #4	Course Objectives 1, 2, 3, 4	<u>Nursing Care of Clients with Cardiovascular Disorders</u> <ul style="list-style-type: none"> • Cardiovascular system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Cardiovascular disease in the US and cultural considerations • Cultural considerations in heart disease • Hypertension • Managing antihypertensive therapy and gerontological issues • Rheumatic fever and valvular disorders • Inflammatory and infectious cardiac disorders: infective endocarditis, pericarditis, cardiomyopathy • Venous disorders: thrombophlebitis • Application of the nursing process • Client education focus on health promotion and lifestyle changes • Quality Improvement (QI) – Smoking cessation education provided prior to discharge • Maslow's Hierarchy of Needs: physiological and safety needs 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 21-23</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 29: Valvular Heart Disease and Inflammatory Disorders ATI Medical Surgical Chapter 30: Peripheral Vascular Diseases ATI Medical Surgical Chapter 31: Hypertension ATI Medical Surgical Chapter 32: Aneurysms Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #5	Course Objectives 1, 2, 3, 4	<p align="center"><u>Nursing Care of Clients with Occlusive Cardiovascular Disorders and Cardiac Arrhythmias</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Arteriosclerosis/ Atherosclerosis • Acute coronary syndrome: unstable angina and myocardial infarction • Women and heart disease • Client education and cardiac rehabilitation • Peripheral vascular disorders: arterial, venous, aneurysms • Nursing care of patients with dysrhythmias • Cardiac conduction system and pacemakers • Application of the nursing process • Application of skills: Cardiac Monitoring 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 24-25</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 24: Cardiovascular Diagnostic and Therapeutic Procedures ATI Medical Surgical Chapter 25: Electrocardiography and Dysrhythmia Monitoring ATI Medical Surgical Chapter 27: Angina and Myocardial Infarction Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off: <u>Cardiac Monitoring:</u></p> <ul style="list-style-type: none"> • Basic 12 lead EKG
Week #6	Course Objectives 1, 2, 3, 4	<p align="center"><u>Nursing Care of Clients with Heart Failure</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Congestive heart failure and pulmonary edema • Chronic heart failure • Gerontological issues • Jean Watson’s Caritas Processes: Practicing human compassion • Client and family teaching for health promotion and maintenance • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 26</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 28: Heart Failure and Pulmonary Edema Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #7	<p><i>Course Objectives</i> 1, 2, 3, 4</p>	<p><u>Nursing Care of Clients with Upper Gastrointestinal (GI)</u></p> <ul style="list-style-type: none"> • Gastrointestinal, hepatobiliary, and pancreatic function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Gerontological issues related to medication metabolism • Cultural nutrition assessment and client education • Diagnostic tests • Enteral feeding tubes • Anorexia • Nausea and vomiting • Nursing care of the client with obesity; Bariatric surgery • Hiatal hernia • Gastroesophageal Reflux Disease (GERD) • Gastric bleeding • Application of the nursing process 	<p><i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 32-33</p> <p><i>Homework and ATI Assignments:</i> ATI Medical Surgical Chapter 39: Gastrointestinal Diagnostic Procedures ATI Medical Surgical Chapter 40: Gastrointestinal Therapeutic Procedures ATI Medical Surgical Chapter 41: Esophageal Disorders ATI Medical Surgical Chapter 42: Peptic Ulcer Disease ATI Medical Surgical Chapter 43: Acute and Chronic Gastritis Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #8	Course Objectives 1, 2, 3, 4	<p align="center"><u>Nursing Care of Clients with Lower GI, Hepatic, Pancreas, and Gallbladder Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Appendicitis, peritonitis, diverticulitis • Crohn disease and cultural considerations • Irritable bowel syndrome • Abdominal hernias • Celiac disease • Intestinal obstruction • Colorectal cancer and ostomy management • Rehabilitative needs and client education • Hepatitis, chronic liver disease and cirrhosis • Nutrition and health teaching for clients with liver disease • Pancreatitis and pancreatic cancer • Cholecystitis, cholelithiasis, and choledocholithiasis • Application of the nursing process • Application of skills: Specimen Collection • Application of skills: Ostomy 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 34-35</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 44: Noninflammatory Bowel Disorders ATI Medical Surgical Chapter 45: Inflammatory Bowel Disease ATI Medical Surgical Chapter 46: Cholecystitis and Cholelithiasis ATI Medical Surgical Chapter 47: Pancreatitis ATI Medical Surgical Chapter 48: Hepatitis and Cirrhosis Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off:</p> <p><u>Specimen Collection:</u></p> <ul style="list-style-type: none"> • Stool specimen collection • Stool guaiac testing <p><u>Ostomy:</u></p> <ul style="list-style-type: none"> • Colostomy care

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #9	<p><i>Course Objectives</i> 1, 2, 3, 4</p>	<p><u>Nursing Care of Clients with Genitourinary and Renal Disease</u></p> <ul style="list-style-type: none"> • Urinary system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Gerontological issues of age-related renal changes • Stress or urge urinary incontinence, urine retention • Urinary tract infection (UTI), cystitis • Urethral strictures and renal calculi (urolithiasis), hydronephrosis • Cancer of the bladder, polycystic kidney disease • Health promotion education for client with diabetic nephropathy • Chronic renal disease • Hemodialysis and peritoneal dialysis • Application of the nursing process • <i>Application of skills: Urinary Catheterization</i> 	<p><i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 36-37</p> <p><i>Homework and ATI Assignments:</i> ATI Medical Surgical Chapter 49: Renal Diagnostic Procedures ATI Medical Surgical Chapter 50: Hemodialysis and Peritoneal Dialysis ATI Medical Surgical Chapter 51: Polycystic Kidney Disease, Acute Kidney Injury, and Chronic Kidney Disease ATI Medical Surgical Chapter 52: Infections of the Renal and Urinary System ATI Medical Surgical Chapter 53: Renal Calculi Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off: <u>Urinary Catheterization:</u></p> <ul style="list-style-type: none"> • Foley catheter insertion of male client • Foley catheter insertion of female client

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #10	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>Nursing Care of Clients with Respiratory Disease</u></p> <ul style="list-style-type: none"> • Respiratory system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Respiration and acid-base balance • Smoking cessation interventions • Client education for breathing exercises and incentive spirometry • Chest drainage systems operation and trouble-shooting • Nursing care of clients on mechanical ventilation • Application of skills: Airway Maintenance 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 29</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 15: Respiratory Diagnostic and Therapeutic Procedures ATI Medical Surgical Chapter 16: Respiratory Management and Mechanical Ventilation Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off: <u>Airway Maintenance:</u></p> <ul style="list-style-type: none"> • Tracheostomy Care • Endotracheal Suctioning
Week #11	Course Objectives 1, 2, 3, 4	<p style="text-align: center;"><u>Nursing Care of Clients with Respiratory System Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Nursing care of clients with upper respiratory tract infections • Epistaxis, sinusitis, respiratory tract infections, influenza • Cancer of the larynx • Nursing care of clients with lower respiratory tract infections • Pneumonia and respiratory infections in advanced age • Tuberculosis (TB), chronic obstructive pulmonary disease (COPD), asthma • Cystic fibrosis • Resources for health education of clients with respiratory disorders • Pulmonary embolism, pneumothorax • Lung cancer • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 30-31</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 17: Acute Respiratory Disorders ATI Medical Surgical Chapter 18: Asthma ATI Medical Surgical Chapter 19: Chronic Obstructive Pulmonary Disease ATI Medical Surgical Chapter 20: Tuberculosis ATI Medical Surgical Chapter 21: Pulmonary Embolism ATI Medical Surgical Chapter 22: Pneumothorax, Hemothorax, and Flail Chest ATI Medical Surgical Chapter 23: Respiratory Failure Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #12	Course Objectives 1, 2, 3, 4	<p><u>Nursing Care of Clients with Endocrine Disorders</u></p> <ul style="list-style-type: none"> • Endocrine system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Glands and corresponding hormones • Hormone deficiencies and elevations of the pituitary, thyroid, parathyroid, and adrenal glands • Endocrine disorders of pancreas: diabetes mellitus type 1 and 2 • Hypoglycemia related to insulin medications • Reactive hypoglycemia • Aging and the endocrine system • Diabetes self-management education • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 38-40</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 68: Endocrine diagnostic procedures ATI Medical Surgical Chapter 69: Pituitary disorders ATI Medical Surgical Chapter 70: Hyperthyroidism ATI Medical Surgical Chapter 71: Hypothyroidism ATI Medical Surgical Chapter 72: Adrenal disorders – Cushing’s and Addison’s ATI Medical Surgical Chapter 73: Diabetes Mellitus Management and Complications Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 133C Nursing Across the Lifespan I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #13	Course Objectives 1, 2, 3, 4	<p><u>Nursing Care of Clients with Reproductive System Disorders</u></p> <ul style="list-style-type: none"> • Genitourinary and reproductive system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Female reproductive system; Male reproductive system • Female Reproductive Disorders: breast cancer, menstrual disorders • Fertility and reproductive life planning • Male Genitourinary Disorders: prostate cancer • Sexually transmitted infections • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 41-44</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 54: Diagnostic and therapeutic procedures for female reproductive disorders ATI Medical Surgical Chapter 55: Menstrual disorders and menopause ATI Medical Surgical Chapter 56: Disorders of female reproductive tissue ATI Medical Surgical Chapter 57: Diagnostic procedures for male reproductive disorders ATI Medical Surgical Chapter 58: Benign prostatic hyperplasia Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Analyze priorities of nursing care for the adult client with medical surgical disorders according to evidence-based practice and standards. (EPSLO #2, 3, 5)
2. Compare and contrast individual health teaching needs for clients of diverse cultural, spiritual beliefs, values, and customs. (EPSLO #1, 2, 3, 5, 6)
3. Distinguish effective nursing interventions and health teaching to meet the healthcare needs for clients with acute and chronic illnesses within Maslow's Hierarchy of Needs (EPSLO #2, 3, 5, 6)
4. Integrate legal and ethical principles for the care of medical-surgical clients. (EPSLO #2, 3, 4)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

130 Contact Hours (120 Lecture Hours and 10 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #1	Course Objectives 1, 2, 3, 4	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p align="center"><u>Nursing Care of Clients in Pain</u></p> <ul style="list-style-type: none"> • Mechanisms of pain transmission • Myths and barriers to effective pain management • Opioid addiction • Scheduling options: Patient-controlled analgesia (PCA) • Nonpharmacological therapies • Client education: patient-centered approach in managing pain • Cultural and spirituality influences on pain experiences • The National League for Nursing (NLN) <i>Nursing Judgment</i> • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). <i>Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition</i>. F.A. Davis. Chapter(s) 10</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 4: Pain Management Silvestri: 25 NCLEX questions/week</p>	
Week #2	Course Objectives 1, 2, 3	<p align="center"><u>Nursing Care of Clients with Infections</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Common infections • Modes of transmission and transmission-based precautions • Infection control in the community: Ebola and Zika • Antibiotic-resistant infections: MRSA, VRE • Antibiotic-associated diarrhea: Clostridium difficile (C-diff) • Sepsis: early recognition/ early intervention • Application of the nursing process • Application of skills: Intravenous (IV) Fluids 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). <i>Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition</i>. F.A. Davis. Chapter(s) 8</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 74: Immune and infectious disorders diagnostic procedures ATI Medical Surgical Chapter 75: Immunizations Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Intravenous (IV) Fluids:</u></p> <ul style="list-style-type: none"> • IV Infusions • IV Pumps • IV Site Dressings

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #3	<p><i>Course Objectives</i> 1, 2, 3, 4</p>	<p align="center"><u>Nursing Care of Clients with Immune System Disorders</u></p> <ul style="list-style-type: none"> • Immune system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Lymphocytes: natural killer cells, T cells, B cells • Antibodies and mechanisms of immunity <ul style="list-style-type: none"> • Cell-mediated immunity, humoral immunity • Types of immunity: passive and active • Aging and the immune system • Hypersensitivity reactions: allergic rhinitis, eczema, anaphylaxis • Allergies: allergen immunotherapy for desensitization • Health education for food allergies • Hemolytic transfusion reactions • Autoimmune disorders <ul style="list-style-type: none"> • Pernicious anemia • Systemic lupus erythematosus (SLE) • Application of the nursing process <p align="center"><u>Nursing Care of Clients with HIV disease and AIDS</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Human immunodeficiency virus (HIV) <ul style="list-style-type: none"> • Acquired immunodeficiency syndrome (AIDS) • History and incidence • Opportunistic infections associated with HIV • Client education: prevention of transmission • Nutrition deficiency in clients with HIV/AIDS • Maslow's Hierarchy of Needs: physiological, safety, and love/belonging needs • Jean Watson's Caritas Processes: Authentically Listening • Application of the nursing process 	<p><i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 18-20</p> <p><i>Homework and ATI Assignments:</i> ATI Medical Surgical Chapter 76: HIV/AIDS ATI Medical Surgical Chapter 77: Lupus Erythematosus, Gout, and Fibromyalgia ATI Medical Surgical Chapter 78: Rheumatoid Arthritis Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #4	<i>Course Objectives</i> 1, 2, 3, 4	<p align="center"><u>Nursing Care of Clients with Cancer</u></p> <ul style="list-style-type: none"> • Review of normal cell function • Introduction to cancer concepts • Risk factors and cultural considerations • Chemotherapy • Problems related to nutrition • Survivorship • Jean Watson’s Caritas Processes: Being Authentically Present 	<p><i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 11</p> <p><i>Homework and ATI Assignments:</i> ATI Medical Surgical chapters 79-83: Cancer-Related Disorders Silvestri: 25 NCLEX questions/week</p>	
Week #5	<i>Course Objectives</i> 1, 2, 3	<p align="center"><u>Nursing Care of Clients with Musculoskeletal and Connective Tissue Disorders</u></p> <ul style="list-style-type: none"> • Musculoskeletal function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Sprains, carpal tunnel syndrome, and fractures • Client education after total hip replacement • Osteoporosis; osteomyelitis • Bone cancer • Amputation • Connective tissue disorders: gout, arthritis • Application of the nursing process 	<p><i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 45-46</p> <p><i>Homework and ATI Assignments:</i> ATI Medical Surgical Chapter 59: Musculoskeletal Diagnostic Procedures ATI Medical Surgical Chapter 60: Arthroplasty ATI Medical Surgical Chapter 61: Amputations ATI Medical Surgical Chapter 62: Osteoporosis ATI Medical Surgical Chapter 63: Musculoskeletal Trauma ATI Medical Surgical Chapter 64: Osteoarthritis and Low-Back Pain Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #6	<p><i>Course Objectives</i> 1, 2, 3</p>	<p align="center"><u>Nursing Care of Clients with Central Nervous System (CNS) Disorders</u></p> <ul style="list-style-type: none"> • Neurologic function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Cranial nerves and basic neurologic assessment • Aging and the nervous system • Family-centered care • CNS infections: meningitis, encephalitis • Increased intracranial pressure (ICP) • Headaches • Seizure disorders • Traumatic brain injury • Brain tumors • Spinal disorders: herniated disks, spinal cord injuries • Neurodegenerative disorders: dementia, Alzheimer disease • Parkinson’s disease • Application of the nursing process • <i>Application of skills: Focused Assessment/ Data Collection - Neuro</i> 	<p><i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 47-48</p> <p><i>Homework and ATI Assignments:</i> ATI Medical Surgical Chapter 5: Meningitis ATI Medical Surgical Chapter 6: Seizures and Epilepsy ATI Medical Surgical Chapter 7: Parkinson’s Disease ATI Medical Surgical Chapter 8: Alzheimer’s Disease Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Focused Assessment/ Data Collection - Neuro:</u></p> <ul style="list-style-type: none"> • Cranial Nerves Focused Assessment

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #7	Course Objectives 1, 2, 3, 4	<p><u>Nursing Care of Clients with Cerebrovascular Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Cerebrovascular accident (CVA) <ul style="list-style-type: none"> • Transient ischemic attack (TIA) • Ischemic stroke or <i>Brain Attack</i> • Thrombolytic therapy • Hemorrhagic stroke: <ul style="list-style-type: none"> • Subarachnoid hemorrhage • Intracerebral hemorrhage • Cerebral aneurysm • Client and family teaching for long-term effects of stroke • Application of the nursing process • Application of skills: Simulation 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 49</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 9: Stroke ATI Medical Surgical Chapter 12: Increased Intracranial Pressure Disorders Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Simulation:</p> <ul style="list-style-type: none"> • Care of a Client with Stroke
Week #8	Course Objectives 1, 2, 3, 4	<p><u>Nursing Care of Clients with Peripheral Nervous System (PNS) Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Multiple sclerosis • Myasthenia gravis • Amyotrophic lateral sclerosis (ALS, Lou Gehrig's disease) • Guillain-Barre syndrome • Cranial nerve disorders: trigeminal neuralgia, Bell's Palsy • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 50</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 10: Multiple Sclerosis Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #9	Course Objectives 1, 2, 3	<p align="center"><u>Nursing Care of Clients with Sensory System Disorders</u></p> <ul style="list-style-type: none"> • Sensory system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Aging effects on vision and hearing • Vision disorders: <ul style="list-style-type: none"> • Conjunctivitis • Astigmatism; Presbyopia • Blindness and other visual impairments • Diabetic retinopathy • Retinal detachment • Glaucoma; Cataracts • Age-related macular degeneration • Interacting with a client who has a visual impairment • Hearing disorders: <ul style="list-style-type: none"> • Presbycusis and other hearing impairments • External ear infections; impacted cerumen • Middle ear infections: otitis media • Otosclerosis • Meniere disease • Ototoxic drugs • Communicating with a client who has a hearing impairment • Application of the nursing process • Application of skills: Focused Assessment/ Data Collection - Eye and Ear 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 51-52</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 13: Disorders of the Eye ATI Medical Surgical Chapter 14: Middle and Inner Ear Disorders Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p align="center"><u>Focused Assessment/ Data Collection – Eye and Ear:</u></p> <ul style="list-style-type: none"> • Vision Focused Assessment – Snellen Eye Chart • Hearing Focused Assessment

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #10	Course Objectives 1, 2, 3	<p style="text-align: center;"><u>Nursing Care of Clients with Skin Disorders</u></p> <ul style="list-style-type: none"> • Integumentary system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Debridement of wounds • Negative pressure wound therapy (wound vac) • Dermatitis • Psoriasis • Infectious skin disorders: herpes simplex, herpes zoster (shingles) • Cellulitis • Pediculosis, scabies • Malignant skin lesions • Quality Improvement (QI): prevalence study for pressure ulcers and staff education plan • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 53-54</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 65: Integumentary Diagnostic Procedures ATI Medical Surgical Chapter 66: Skin Disorders Silvestri: 25 NCLEX questions/week</p>	
Week #11	Course Objectives 1, 2, 3	<p style="text-align: center;"><u>Nursing Care of Clients with Burns</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Systemic response to burns: fluid balance, cardiac and renal function, metabolic changes, GI complications • Classification of burn depth • Stages of burn care: emergent, acute, rehabilitation • Skin grafting • Application of the nursing process 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 55</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 67: Burns Silvestri: 25 NCLEX questions/week</p>	

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #12	<i>Course Objectives</i> 1, 2, 3	<u>Nursing Care of Clients with Hematologic and Lymphatic Disorders</u> <ul style="list-style-type: none"> • Hematologic and lymphatic system function, pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Biopsies: bone marrow, lymph node • Blood administration and blood products • Anemias; Sickle Cell Anemia • Hemorrhagic disorders: hemophilia • Disorders of white blood cells: leukemia • Multiple myeloma • Lymphatic disorders: lymphomas • Application of the nursing process 	<i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 27-28 <i>Homework and ATI Assignments:</i> ATI Medical Surgical Chapter 33: Hematologic Diagnostic Procedures ATI Medical Surgical Chapter 35: Anemias Silvestri: 25 NCLEX questions/week	

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #13	Course Objectives 1, 2, 3, 4	<p align="center"><u>Emergency Care, Trauma, and Bioterrorism</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Trauma: primary and secondary survey • Major trauma and mechanism of injury • Major trauma: head, chest, abdominal, and orthopedic • Hypothermia; hyperthermia and frostbite • Poisoning and overdose • Near-drowning • Psychiatric emergencies • Disaster response • Bioterrorism agents: anthrax, botulism, plague, small pox • Application of the nursing process • Application of skills: Simulation <p align="center"><u>Nursing Care of Clients in Shock</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, medications, evidence-based therapeutic measures, and health teaching • Stages and classifications of shock: <ul style="list-style-type: none"> • Hypovolemic shock • Cardiogenic shock • Obstructive: pericardial tamponade, tension pneumothorax, acute pulmonary edema • Distributive: anaphylactic shock • Septic shock • Application of skills: Simulation 	<p>Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 13, 9</p> <p>Homework and ATI Assignments: ATI Medical Surgical Chapter 2: Emergency Nursing Principles and Management Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: <u>Simulations</u></p> <ul style="list-style-type: none"> • Care of a Client with Trauma • Care of a Client in Shock

WEEKLY COURSE CONTENT OUTLINE

PN 241C Nursing Across the Lifespan II

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

COURSE STUDENT LEARNING OBJECTIVES

At the completion of the course, the student will demonstrate achievement of the following outcomes:

1. Integrate the use of evidence-based practice and continuous quality improvement to deliver safe patient-centered care. (EPSLO #2, 3, 5, 6)
2. Define strategies to effectively manage conflict resolution for safe delivery of client care. (EPSLO #1, 2, 3, 4, 5)
3. Explain the use of nursing informatics in communicating client data to the healthcare team. (EPSLO #2, 3, 4, 5)
4. Discuss the legal, ethical, and professional responsibilities of the Practical Nurse in regards to the scope of practice as outlined in the State Nurse Practice Act. (EPSLO #2, 3)
5. Contrast the difference between leadership and management roles in healthcare. (EPSLO #1, 2, 3, 4, 5)
6. Prepare for the NCLEX-PN exam with the implementation of NCLEX resource materials. (EPSLO #2, 3)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012) **EPSLO 1**
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and client preferences. (NLN, 2010) **EPSLO 2**
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979) **EPSLO 3**
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with clients, supervisors and members of the healthcare team. **EPSLO 4**
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan. **EPSLO 5**
6. Employ Maslow's Hierarchy of Needs framework for assisting clients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954) **EPSLO 6**

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

45 Contact Hours (45 Lecture Hours and 0 Lab Hours)

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #1	<p>Course Objectives 1, 6</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p align="center"><u>Community Resources</u></p> <ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs and the role of community resources: physiological, safety, and love/belonging needs • Types of community resources: <ul style="list-style-type: none"> • Information and referral agencies • Housing and shelter programs • Financial and legal assistance programs • Health and medical services • Food programs • Transportation programs • Employment/ Educational/ Training programs • Nursing organizations: National Association for Practical Nurse Education and Service (NAPNES) • Social media (electronic media) and social networking • Internet resources <p align="center"><u>NCLEX Preparation</u></p> <ul style="list-style-type: none"> • Assessment Technologies Institute (ATI) – Virtual ATI (VATI) NCLEX-PN resources • Overview of VATI program • Grading rubric for VATI assessments • Comprehensive Predictor and additional support resources 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 3</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 3: Professional Responsibilities – Social media and information security pgs. 40-41 ATI Leadership & Management Chapter 4: Maintaining a Safe Environment – Home safety pgs. 58-62 Critical thinking questions Interactive review questions for chapter 3 Silvestri: 25 NCLEX questions/week</p>

July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #2	Course Objective 1, 4	<p align="center"><u>Ethics Applied to Nursing</u></p> <ul style="list-style-type: none"> • Ethical considerations in health care <ul style="list-style-type: none"> • End-of-life care • Terminally ill patients • Patients in pain and opioid addiction • Jean Watson’s Caritas Processes: Opening and Attending to One’s Spiritual Needs • Ethical responsibilities of nurses <ul style="list-style-type: none"> • American Nurses Association (ANA) Code of Ethics • NAPNES/NFLPN Code for LPNs • Integration of ethical concepts into clinical practice 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 6</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 3: Professional responsibilities – Client rights and advocacy pgs. 35-36 Critical thinking questions Interactive review questions for chapter 6 Silvestri: 25 NCLEX questions/week</p>
Week #3	Course Objective 1, 4	<p align="center"><u>Legal Aspects of Nursing</u></p> <ul style="list-style-type: none"> • Responsibility of State Boards of Nursing: <ul style="list-style-type: none"> • Protection of the public’s health by assuring nurses provide safe, competent care. • Patient competency • Patient’s right to consent • End-of-life issues <ul style="list-style-type: none"> • Patient self-determination act • Advanced directives and do-not-resuscitate order • Physician-assisted suicide and euthanasia <ul style="list-style-type: none"> • Dr. Jack Kevorkian • Oregon Death with Dignity Act • Organ donation 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 7</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 3: Professional responsibilities – Informed consent; advance directives pgs. 36-39 Critical thinking questions Interactive review questions for chapter 7 Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #4	Course Objective 2, 4, 5	<p align="center"><u>Assertiveness Communication</u></p> <ul style="list-style-type: none"> • Comparison of behaviors: <ul style="list-style-type: none"> • Nonassertive/ Passive behavior • Aggressive behavior • Assertive behavior • Negative interactions: Using coping mechanisms • Guidelines for moving toward assertiveness • Problem-solving steps 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 9: pp. 124-133</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 1: Managing Client Care – Assertive communication pg. 17 Critical thinking questions Interactive review questions for chapter 9 Silvestri: 25 NCLEX questions/week</p>
Week #5	Course Objectives 2, 4, 5	<p align="center"><u>The Interdisciplinary Health Care Team: The Role of the Practical/Vocational Nurse</u></p> <ul style="list-style-type: none"> • Transfer to different levels of care • Discharge planning • Responsibilities and goals of the interdisciplinary health care team <ul style="list-style-type: none"> • Role of Registered Nurses • Nursing management, leadership, and executive roles • Role of Licensed Practical Nurses • Nursing case management • The National League for Nursing (NLN) <i>Professional Identity</i> • Patient-centered / relationship-centered care 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 14</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 2: Coordinating Client Care– Interdisciplinary team, case management, communication and continuity of care, and discharge planning pgs. 23-30 Critical thinking questions Interactive review questions for chapter 14 Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #6	Course Objectives 1, 2, 3, 4, 5	<p style="text-align: center;"><u>Collaboration: Leading and Managing</u></p> <ul style="list-style-type: none"> • Organizational mission statements • Roles of the Licensed Practical Nurse within the organization <ul style="list-style-type: none"> • Quality improvement and patient outcomes • Charge nurse role of the Licensed Practical Nurse • Differentiation between management and leadership <ul style="list-style-type: none"> • Leadership styles • Leadership traits and behaviors for success • Team building and effective patient-centered care • Conflict resolution • Assigning tasks and delegating duties to nursing assistants <ul style="list-style-type: none"> • Legal aspects of delegating • Delegation decision-making for the Licensed Practical Nurse • Collaborative care and effective communication of client data <ul style="list-style-type: none"> • Nursing informatics to facilitate seamless care and prevention of errors • Electronic medical record and end-of-shift report • Computerized care plans • Discovering your personal leadership style and reflection discussion 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 17</p> <p>Homework and ATI Assignments: ATI Leadership & Management Chapter 1: Managing Client Care – Leadership and management pgs. 3-6 ATI Leadership & Management Chapter 1: Managing Client Care – Assigning, delegating, and supervising pgs. 7-11 ATI Leadership & Management Chapter 1: Managing Client Care – Quality improvement pgs. 12-13 ATI Leadership & Management Chapter 1: Managing Client Care – Conflict resolution pgs. 14-17 ATI Leadership & Management Chapter 3: Professional responsibilities – Information technology pg. 41 Critical thinking questions Interactive review questions for chapter 17 Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #7	Course Objectives 1, 4, 6	<p align="center"><u>Workforce Trends and Employment Licensed Practical Nurses</u></p> <ul style="list-style-type: none"> • Licensed Practical Nurse demographics • Workforce opportunities for LPNs <ul style="list-style-type: none"> • Job settings and options • References and networking • Employment interviews <ul style="list-style-type: none"> • Resume and cover letter • Professional dress • Maslow’s Hierarchy of Needs: esteem needs • National Council of State Boards of Nursing (NCSBN) Transition to Practice Model • Continuing education and life-long learning • Role Play - Interviewing 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 18</p> <p>Homework and ATI Assignments: Critical thinking questions Interactive review questions for chapter 18 Silvestri: 25 NCLEX questions/week</p>
Week #8	Course Objectives 1, 4, 6	<p align="center"><u>Licensure and Regulation: Becoming Licensed and Understanding Your State Nurse Practice Act</u></p> <ul style="list-style-type: none"> • Variability of State’s Nurse Practice Act applicable to LPNs • Overview of licensure application process <ul style="list-style-type: none"> • Nursing licensing examination for NCLEX-PN by the National Council of State Boards of Nursing (NCSBN) • Authorization to Test – ATT number • Application fees • Examination security 	<p>Readings: Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 19</p> <p>Homework and ATI Assignments: Critical thinking questions Interactive review questions for chapter 19 Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #9	<p><i>Course Objectives</i> 1, 3, 4</p>	<p align="center"><u>Disaster Planning and Emergency Response</u></p> <ul style="list-style-type: none"> • Facility protocols • Disaster plan for internal and external emergencies <ul style="list-style-type: none"> • Disaster response agencies • Emergency designation codes • Emergency response plan <ul style="list-style-type: none"> • Clinical decision-making and critical thinking for emergency response plan • Use of nursing informatics to communicate client data to the healthcare team • Principles of mass casualty triage • Evacuation procedures and protocols for discharge/ relocation of clients • Types of emergencies: <ul style="list-style-type: none"> • Weather – tornado • Chemical incidents • Hazardous material incidents • Radiological incidents and decontamination procedure • Bomb threat • Bioterrorism attack and biological agents <ul style="list-style-type: none"> • Bioterrorism/ biological incidents treatment and prevention • Security plans <ul style="list-style-type: none"> • Nursing role in security plan 	<p><i>Homework and ATI Assignments:</i> ATI Leadership & Management Chapter 4: Maintaining a Safe Environment – Bioterrorism pg. 62 ATI Leadership & Management Chapter 5: Facility Protocols – Disaster planning and emergency response; security plans pgs. 69-75 Silvestri: 25 NCLEX questions/week</p>

WEEKLY COURSE CONTENT OUTLINE

PN 242C Professional Development

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #10	<i>Course Objectives</i> 2, 4, 5	<p align="center"><u>Civility Seminar</u></p> <ul style="list-style-type: none"> • Aggressiveness and work-related issues <ul style="list-style-type: none"> • Assault • Contributing factors • Signs of workplace violence • Prevention of workplace violence • Sexual harassment • Lateral violence/hostility/bullying versus vertical violence/hostility • Insidious aggression <ul style="list-style-type: none"> • Incivility • Interpersonal issues • Hostile acts not obvious to others • Self-awareness and reflection discussion 	<p><i>Readings:</i> Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 9: pp. 133-137</p> <p><i>Homework and ATI Assignments:</i> ATI Leadership & Management Chapter 3: Professional responsibilities– Disruptive behavior and incivility pg. 47 Critical thinking questions Interactive review questions for chapter 9 Silvestri: 25 NCLEX questions/week</p>

**LINCOLN TECHNICAL INSTITUTE:
CONNECTICUT, NEW JERSEY &
PENNSYLVANIA CAMPUSES**

PRACTICAL NURSING PROGRAM

STUDENT HANDBOOK



Table of Contents

WELCOME	4
PROGRAM OVERVIEW	5
MISSION	5
VISION	5
PHILOSOPHY AND CORE VALUES	5
CONCEPTUAL FRAMEWORK	8
END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)	9
Overview of Curriculum: ORGANIZING FRAMEWORK	9
PROGRAM OUTCOMES	10
Core Competencies to Achieve End-of-Program Student Learning Outcomes	10
PRACTICAL NURSE PROGRAM DESCRIPTION	11
CURRICULUM DESCRIPTION	11
PRACTICAL NURSE'S PLEDGE	12
CODE OF ETHICS AND PROFESSIONAL BEHAVIOR	13
NURSING PROGRAM REQUIREMENTS: Policies and Procedures	13
Criminal Background Checks	13
Drug Testing and Substance Abuse Policy	14
CPR Certification and Re-Certification	14
Physical Examination and Immunizations	15
Emergency Health Care	16
Medical Clearance Requirements for Illness, Injury, or Surgery	16
Pregnancy Health Clearance Requirements	16
Communicable Disease or Condition	16
Academic Advisement	17
Learning Resource Center (LRC)	17
Student Support through <i>StudentLinc</i>	17
Code of Conduct	17
Mobile Phones & Devices, Social Media, and Patients/Families Confidential Information	19
Dress Code	20
Fire Drills	21
Lockdown Campus Safeguard	21

Change of Student Information	21
Smoking Policy	21
Food and Drink Policy	21
Inclement Weather	22
ATTENDANCE AND TARDINESS	22
Attendance Protocol.....	22
Class Attendance	23
Clinical Attendance	23
CLINICAL COURSES OVERVIEW.....	23
Introduction	23
Transportation Policy for Clinical Rotations	24
Requirements for Clinical Rotations	24
Performance Standards in the Clinical Setting	24
Grading for Clinical Nursing Courses.....	25
Clinical Site Policies	25
NURSING LABORATORY.....	26
Guidelines and Safety Rules for the Nursing Laboratory	26
TESTING STANDARDS AND PRACTICES	28
Course Assessments (examinations) and Make-Up Assessments	28
Assessment Technologies Institute® (ATI) Requirements	29
Virtual ATI (VATI) Requirements.....	30
Lincoln Technical Institute TESTING SECURITY POLICY	31
PROGRAM PROGRESSION	35
Progression Requirements	35
Re-Entrance (Re-Entry) Policy into the Nursing Program.....	35
GRADUATION AND PN NURSING LICENSURE	36
APPENDIX A: THE CODE FOR LICENSE PRACTICAL/VOCATIONAL NURSES	37
NATIONAL ASSOCIATION OF LICENSED PRACTICAL NURSE (NALPN)	41
NURSING STUDENT HANDBOOK ACKNOWLEDGEMENT STATEMENT	42
TESTING SECURITY POLICY ACKNOWLEDGEMENT STATEMENT	43
ADDENDUM – Attendance Policy: Connecticut.....	44

WELCOME

The faculty, staff, and administration of Lincoln Technical Institute's (LTI) Practical Nursing program offers you a warm welcome and congratulations on your choice of careers! The nursing faculty is pleased that you have chosen licensed practical nursing as a career, and that your choice includes Lincoln Technical Institute.

Lincoln Technical Institute is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Practical Nursing programs are fully approved, as applicable, by the Connecticut Board of Examiners for Nursing, New Jersey Board of Nursing, and the Pennsylvania Board of Nursing.

Nursing is an honorable and noble profession rich in history. Lincoln Technical Institute maintains a commitment to excellence in nursing education and your professors have the knowledge and experience to provide a path for you to reach your full potential. They are dedicated to help you achieve success. This student handbook has been prepared for you with information specific to the Practical Nursing program. The handbook will provide a foundation for you to understand student responsibilities and expectations. All the faculty, staff, and administration are here to collaborate with you to assist you in obtaining the knowledge and skills needed to graduate and obtain licensure as a licensed practical nurse (LPN). Welcome and best wishes as you embark on your studies to become part of the rewarding profession of nursing!

The Lincoln Technical Institute Practical Nursing Student Handbook defines the standards and policies of the nursing program for students and faculty. **Students are required to sign and submit the Nursing Student Handbook Acknowledgement Statement form following their review of the handbook.** The Lincoln Technical Institute School Catalog contains information to supplement the Nursing Student Handbook.

Sincerely,

Salvatore Diaz MSN, RN
Director of Nursing – New Britain, CT

Anne Simko MS, BSN, RN
Director of Nursing – Shelton, CT

Michelle D. Davis, MSN/ED, RN
Director of Nursing – Allentown, PA

William Gottshall, MA, RN, NEA-BC
Regional Director of Nursing – Iselin
and Paramus, NJ

Jamila Joshua MSN, RN
Director of Nursing – Moorestown, NJ

PROGRAM OVERVIEW

MISSION

The mission of the nursing program is to educate students and to cultivate their capacity for life-long learning, to foster competent, compassionate, culturally sensitive nursing care, and to bring socially responsible patient care practice to the nursing profession.

The mission of the nursing program, consistent with the mission of Lincoln Technical Institute, places priority to commitment in delivering superior education and training to our students, as well as maintaining a supportive and accessible learning environment as students transform and add value to their communities.

VISION

To provide excellence in teaching to support aspiring nursing professionals who will enhance the health of our communities.

PHILOSOPHY AND CORE VALUES

The nursing faculty is committed to achieving excellence in education and patient care based upon our belief that nursing education is a dynamic process that engages the student and educator in a transformative and real-world experience for the student to gain competency in contemporary nursing practice. The goals of the nursing curriculum reflect the **National League of Nursing's (NLN)** four broad Program Outcomes known as Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry. The general aim of the NLN's program outcomes are summarized as the following:

Nurses must use their skills and knowledge to enhance *human flourishing* for their patients, their communities, and themselves. They should show sound *nursing judgment*, and should continually develop their *professional identity*. Finally, nurses must approach all issues and problems in a *spirit of inquiry*. (NLN, 2010, p. 9).

Practical nursing programs prepare and qualify graduates to take the NCLEX-PN (National Council Licensure Examination - Practical Nurse) exam; practical nursing programs prepare graduates, upon licensure, to provide nursing care under the supervision of a Registered Nurse (NLN, 2010, p. 37). The NLN broad Program Outcomes define the expected essential core nursing practice competencies and are specified for various degree levels of nursing practice. Nursing courses are designed to promote consistency across the curriculum in both didactic and clinical that will lead to the attainment of NLN-based competencies and outcomes for graduates of the Practical Nursing program.

The NLN Program Outcomes provide Integrating Concepts that include teamwork, relationship-centered care, quality and safety, personal/professional development, knowledge and science, and context and environment. The Practical Nursing curriculum incorporates these NLN Integrating Concepts to build student learning experiences that are progressive, multidimensional, and reflect real-world nursing practice. The NLN Nursing Practice model is based upon the Core Values of caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness. The NLN Core Values serve as a foundation for the Practical Nursing curriculum's core values as they relate to nursing, humans, health, environment, and the teaching-learning process.

The Core Values of the Practical Nursing program are defined as:

- **Nursing**

Nursing is both an art and science and is based on excellence in caring. Nursing centers on building positive, healthy relations with patients and families, as well as the community and global society. The nursing process offers a systematic method for practical nurses to assist the registered nurse to collect data, plan, implement, evaluate, and, if necessary, modify the patient's plan of care. The major goal of the nursing program is to ensure students learn to deliver safe and effective care that is culturally, ethically, legally, and developmentally appropriate for all the diverse patient populations we serve.

- **Humans**

Nursing believes humans are biopsychosocial, holistic, and unique individuals who are dynamic in their interaction with their environment. They possess value and worth and contribute to a culturally diverse society. Humans have the right and responsibility to make informed decisions for themselves. All humans have the right to privacy and to be treated with dignity and respect with regard to their quality of life. The Code of the National Association of Licensed Practical Nurses (NALPN, 1979; NFLPN, 1979, 1961) provides the guiding principles for the practical nurse to function with the highest ethical principles and being respectful of human rights.

- I. **Health**

Nursing understands and promotes an individual's mental, physical and spiritual wellbeing on the wellness to illness continuum. An individual's health is dynamic and influenced by their cultural beliefs and perceptions of health and illness. The nurse provides patient-centered information based upon the patient's understanding and abilities to practice health behaviors that promote or restore wellness, prevent illness, or achieve a dignified death.

II. **Environment/Society**

Nursing recognizes that environmental influences are both internal and external forces that influence a person's behavior, development and health. An individual's health and the environment are closely related. Nurses must keep abreast of the changes in healthcare to assist the patient to attain a maximum state of wellness that incorporates psychological, spiritual, social and cultural forces that influence their environment. With the evolution of technology into the health care arena, the nurse is responsible to maintain integrity and must assure patient confidentiality at all times.

• **Teaching and Life-Long Learning**

The *Hierarchy of Needs (Maslow, 1954)* theory provides a basis to understand human personal development and serves as a framework that is correlated to dimensions of holistic nursing care toward functional restoration of mind, body, and spirit for the patient. Maslow's Hierarchy of Needs (1954) theory states "...if basic needs are met, then the individual can move to higher levels of thought and self-fulfillment." Maslow (1954) identified 5 progressive tiers of needs:

- Physiological – food, water, shelter, warmth, sex, sleep
- Safety – protection, security
- Love and Belonging – family and friends, relationships
- Self-Esteem – achievement, recognition, respect
- Self-Actualization – inner creativity and fulfillment

Maslow's (1954) Hierarchy of Needs establishes the education theoretical-adaptation for application of nursing interventions to provide patients with basic physical needs (physiological needs), safe healthcare environments (safety needs), family-centered care, patient-nurse relationships and communication (love and belonging needs), physical and psychological restoration/maintenance of health (self-esteem needs), and integration of cultural and spiritual values into patient care (self-actualization needs).

The curriculum is organized for the student to attain learning outcomes based on the NLN Core Competencies which serve as the foundation to design, implement, and evaluate the curriculum. Course content and learning experiences build upon previous levels of knowledge and experience. Faculty use various teaching methods and learning activities to teach the nursing process, provision of holistic nursing care, patient teaching, patient safety, prevention of medication errors, best evidence-based practices, critical thinking, clinical judgment, communication, role of the nurse, professionalism, and ethical /legal practice. Emphasis is placed on the importance of lifelong learning to keep current with the latest knowledge and advances in healthcare to achieve performance improvements.

CONCEPTUAL FRAMEWORK

The conceptual framework for the nursing program is derived from the essential components of Jean Watson's *Human Caring Science: A Theory of Nursing* (2012). The theory embraces humans, caring relationships, health/healing, environment/society, and the teaching-learning process. Watson describes human caring as,

The ideal and value of caring is clearly not just a thing out there but is a starting point, a stance, an attitude, a consciousness, that becomes an intentional commitment and a will toward "seeing" and being present with loving, caring consciousness manifesting in concrete doing and being. . . . individually and collectively the nursing profession has a role to play in offering and sustaining collective acts of caring that have important consequences for human civilization (Watson, 2012, p. 41).

The concept of human caring is fundamental to nursing. Nurses use the caring approach in the nursing process for the assessment, planning, implementation, and evaluation of interventions to promote optimum patient outcomes. Human caring serves as the basis for providing holistic, individualized nursing care which is meaningful for the patient. As students are introduced to Jean Watson's Caritas Processes they engage in genuine teaching-learning experiences that help them realize the health care needs of patients and their families. Students learn to use systematic problem-solving caring to provide care for the wholeness of the patient; physical, psychological, cultural, and spiritual. Because nursing is a caring profession, through caring, nurses perform a pivotal role to improve the health of our communities and society overall.

Summary of Caritas Processes (Jean Watson, 2012, p. 47)

1. Practicing Human Compassion
2. Being Authentically Present
3. Cultivating Sensitivity to Self and Others
4. Human Caring Relationships
5. Authentically Listening
6. Problem-solving through Caring Process
7. Teaching-Learning toward Health-Healing-Wellness Coaching Model
8. Creating Healing Environment
9. Respectfully Assisting with Human Needs
10. Opening and Attending to One's Spiritual Needs

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

At the completion of the Practical Nursing program, the graduate will demonstrate achievement of the following outcomes:

1. Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012)
2. Provide competent, safe, culturally sensitive, patient-centered, compassionate care and health education in a variety of healthcare settings in congruence with basic research, evidence-based practice and patient preferences. (NLN, 2010)
3. Function within the scope of practice of the Practical Nurse incorporating professional, legal and ethical guidelines as stated in the Code for Licensed Practical Nurses. (NALPN/ NFLPN, 1979)
4. Utilize effective verbal, non-verbal and written communication and technology when interacting with patients, supervisors and members of the healthcare team.
5. Integrate the nursing process in collaboration with the Registered Nurse and members of the healthcare team in the development, implementation and changes in the comprehensive nursing care plan.
6. Employ Maslow's Hierarchy of Needs framework for assisting patients to maintain their basic needs and to adapt to changes in their health status. (Maslow, 1954)

Overview of Curriculum: ORGANIZING FRAMEWORK

<u>NLN</u> PROGRAM-BASED GOALS	<u>NLN</u> COMPETENCIES *Maslow Theory-Adapted	<u>JEAN WATSON</u> CONCEPTUAL MODEL
Human Flourishing SLOs #1, 2, 3, 6	Patient-Centered Care	Human Values
	Patient Basic Needs (Maslow)	Caring Relationships
	Self-Actualization (Maslow)	Teaching-Learning Process
Nursing Judgment SLOs #3, 4, 5, 6	Clinical Judgment	Knowledgeable, Informed, and Ethical Human Caring
	Patient Safety (Maslow)	
Spirit of Inquiry SLOs #2, 5	Evidence-Based Rationale for Clinical Decisions	Health and Healing
	Culturally Competent Care	Problem-Solving Process
Professional Identity SLOs #3, 4	Teamwork and Collaboration	Nursing's Contribution to Environment and Society

PROGRAM OUTCOMES

Core Competencies to Achieve End-of-Program Student Learning Outcomes

Human Flourishing (NLN) - students promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.

Patient-Centered, Compassionate, and Holistic Care (Maslow) - students provide holistic, individualized basic nursing care and health teaching with respect and compassion; students contribute to the plan of care based on the nursing process to meet the patient's healthcare needs.

Nursing Judgment (NLN) - students provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

Patient Safety (Maslow) - students explain the responsibilities and measures essential to deliver safe nursing care for individuals and families; students identify potential factors to minimize risk of harm; students employ the electronic medical record and other technologies to communicate, avoid errors, and support healthcare interventions.

Spirit of Inquiry (NLN) - students question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

Evidence-Based Practice and Culturally Competent Care - students describe the current practice guidelines and standards to make clinical judgments and provide care that is congruent with the health beliefs of the patient to promote optimal health outcomes; students explain how data is used to reduce or eliminate errors to improve the quality and safety of nursing care; students contribute to the plan of care based on the patient's preferences, customs, values, and health beliefs.

Professional Identity (NLN) - students assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.

Teamwork and Collaboration - students demonstrate effective communication with patients, families, and members of the healthcare team to contribute to the holistic care of the patient.

Professionalism and Lifelong Learning - students exemplify professional behaviors in a variety of situations; students learn the value and responsibility to participate in continuing education, community service, and nursing organizations to keep knowledge and clinical practice current.

PRACTICAL NURSE PROGRAM DESCRIPTION

The nursing program requires a complete time commitment by the student to successfully meet all requirements. Students are expected to demonstrate excellence in all domains of learning which include skills, knowledge, and attitude. The curriculum promotes congruency between theory and practice through current and sequential laboratory practice, clinical practicums, and simulation. Nursing courses progress from simple to complex within a supportive structure. Clinical experiences provide students opportunity to use a clinical problem-solving process necessary to make clinical judgments in delivery of safe, quality nursing care. All aspects of the curriculum promote the program philosophy of caring, patient-centered, holistic care that serve as guiding principles to enter the nursing profession as a Practical Nurse with competence and compassion. Upon completion, the student will be eligible for licensure (NCLEX-PN) and employment.

CURRICULUM DESCRIPTION

Term 1

Nursing Fundamentals theory and clinical courses include principles of basic nursing care skills, cultural and spiritual differences, legal and ethical concepts, and holistic approach to the care of the patient. The Professional Awareness course introduces students to the profession of nursing, role of the Licensed Practical Nurse, and strategies for success in nursing school. Concurrently, students are educated in the basic principles of anatomy and physiology.

Term 2

Continuation of Nursing Fundamentals theory and clinical expands upon the knowledge and skills that nurses must attain to provide nursing care within evidence-based practice standards. Components of drug dosage calculations and pharmacology are introduced during this term. Concurrently, students learn of the various aspects of nursing care among different stages of life in the Growth and Development Across the Lifespan course.

Term 3

Specialty courses for Mental Health, Maternal, and Pediatric nursing are introduced. The Lifespan I course for medical-surgical nursing theory and clinical course provide students opportunities to care for clients with commonly occurring chronic health conditions. Students gain hands-on experience in applying the nursing process, medication administration, and other patient care skills and documentation.

Term 4

The last term provides students with theory and clinical experiences that build on previous knowledge. Students manage more complex patients with medical-surgical health conditions in Lifespan II. The Professional Development course builds upon previous introductory concepts to prepare students for the transition from student to Practical Nurse and to take the NCLEX-PN licensing exam.

PRACTICAL NURSE'S PLEDGE

Before God and those assembled here, I solemnly pledge:

*“To adhere to the Code of Ethics Of the nursing profession.
To cooperate loyally with the other members of the
nursing team and to carry out faithfully and to the best
of my ability the instructions of the physician or the
nurse who may be assigned to supervise my work.*

*I will not do anything evil or malicious, and I will not
knowingly give any harmful drug or assist in
malpractice.*

*I will not reveal any confidential information that may
come to my knowledge in the course of my work.*

*And I pledge myself to do all in my power to raise the
standards and the prestige of Practical Nursing.*

*May my life be devoted to service, and to the high ideals
of the nursing profession.”*

CODE OF ETHICS AND PROFESSIONAL BEHAVIOR

Lincoln Technical Institute's (LTI) practical nursing students must possess and maintain an attitude of self-conduct and self-discipline that demonstrates respect for self and others, commitment to professional ethics, culture, law, scope of practice, safety and quality of care. Nursing students are expected to understand and embrace the LTI nursing program mission, philosophy, and the professional standards of nursing that are aligned with Lincoln Technical Institute's mission, vision, and culture.

The LTI Nursing Program is structured around integrity, respect, caring, compassion and confidentiality. Nursing students must adopt and maintain professional behaviors that are congruent with the beliefs stated in the *Code for License Practical Nurses by the National Association for Licensed Practical Nurses (NALPN)* at all times, regardless of setting. These practice standards and code of ethics can be viewed online at: <https://nalpn.org/nalpn-practice-standards/>

NURSING PROGRAM REQUIREMENTS: Policies and Procedures

Criminal Background Checks

Nursing students are required to obtain a background check from a Lincoln Technical Institute approved vendor prior to admission or re-entry into the program.

The Director of Nursing reserves the right to require any current active student to repeat a background check at any point during the duration of the program. Any student with a break in active enrollment must repeat the criminal background check.

Students whose Criminal Background Report reveals a previous conviction for a misdemeanor or felony may be denied entry to the nursing program due to the inability to be placed at any or all clinical site(s) or the inability to obtain nursing licensure after training.

Some clinical facilities/agencies may require copies of student's criminal background investigation.

Reasons for disqualification and/or denial include but are not limited to:

- Serious offenses against persons (e.g. child abuse or neglect, domestic violence, assault and/or battery against others)
- Illegal distribution and/or possession of drugs
- Theft, burglary, larceny

- Violent crimes or any threat of vulnerable populations
- Offenses that would limit the ability to be employed as a practical nurse when training is completed

It is the responsibility of the student to maintain a clear background check throughout the duration of the nursing program. It is the student's responsibility to notify the Director of Nursing and to provide documentation of any background check status change. This is to ensure that upon successful completion of the Nursing Program, the student will be eligible for NCLEX licensure. The State Boards of Nursing review all criminal background checks prior to giving approval for the graduate to obtain nursing licensure.

The Connecticut Boards of Examiners for Nursing: <https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Board-of-Examiners-for-Nursing/Board-of-Examiners-for-Nursing>

The New Jersey Board of Nursing: <https://www.njconsumeraffairs.gov>

The Pennsylvania Board of Nursing:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/default.aspx>

Drug Testing and Substance Abuse Policy

This is a zero-tolerance standard. Lincoln Technical Institute strictly prohibits the possession, use, or being under the influence of alcoholic beverages, illegal drugs or other mind-altering substances on school grounds, vehicles, and clinical sites. Students suspected of being under the influence will be sent for testing. Refusal of required testing or release of report to the school will result in dismissal from the program. Positive results will result in disciplinary process which may include termination from the program. A negative urine drug screen is required for the nursing program. The Director of Nursing reserves the right to require any current active student to repeat a urine drug screen at any point during the duration of the program.

CPR Certification and Re-Certification

The American Heart Association "Healthcare Provider" (which includes, Adult / Child & AED) is required in order to maintain compliance with affiliated agencies' requirements. No other CPR course or online course is accepted. It is necessary to obtain CPR certification prior to the start of clinical rotations. Students entering the program with previous American Heart Health Care Provider CPR certification must maintain a current CPR card throughout the length of the program.

Re-entry student must show they have CPR expiration date through their new graduation date or provide this documentation prior to re-entry.

Physical Examination and Immunizations

Nursing students are required to obtain a comprehensive medical physical examination and immunizations for the nursing program. All health documents must be submitted directly to the **CastleBranch**[®] system upon the start of the program. The physical examination must reflect good physical and mental health. Nursing students must be capable of performing all tasks associated with the profession. Students must be able to lift up to 30 pounds without restrictions while at the clinical facility. No “light duty” is permitted in the clinical portion of a nursing student’s program.

A negative urine drug screen is required for the nursing program.

Immunizations and Titers: the following are required for nursing program admission:

- Varicella titer
- Measles-Mumps-Rubella (MMR) titer
- A series of 3 Hepatitis B vaccinations. One Hepatitis B vaccination is required by the time of admission for all students. The second and third inoculation is due (1) one month and six (6) months after the first inoculation. Students must sign and date the declination portion of the History and Physical if they have not completed the series.
 - Upon completion of the vaccination series, a Hepatitis B Surface Antibody titer is done to confirm sero-conversion at 1-2 months after the final dose has been given. If the Hepatitis B titer does not show immunity, the primary care provider may advise administration of a 4th vaccine (booster) or to repeat the series of 3 vaccinations.
- Initial tuberculosis testing done as a 2-Step PPD tuberculin skin test, also known as the Mantoux test, planted at one week apart or a Quantiferon-TB Gold Plus.
 - If the PPD is positive, a chest x-ray or Quantiferon-TB Gold blood test is required. (Specific details can be found on the Pre-Entrance Physical Examination form).
 - Annual 1-Step PPD is required after an initial negative 2-Step PPD result or Quantiferon-TB Gold after a positive PPD results.
- One dose of Tetanus-Diphtheria-Pertussis (TDaP) vaccine or a TD booster every 10 years after the initial vaccine.
- Flu Vaccine - clinical sites require students to receive a yearly Influenza vaccination prior to the flu season, which is considered to be from October to March 31st.

Should a student experience change(s) in physical, psychological, psychiatric and emotional condition(s), become pregnant, or require surgery, the student must notify the Director of Nursing and provide pertinent documentation within one week of the change. Inability to maintain the required physical examination or perform competency skills required in the clinical setting due to

physical limitations may prevent the student from completing the program. Regular documented communication from the healthcare provider may be required regarding any of the above conditions.

Emergency Health Care

If a student requires emergency care while attending school or clinical, emergency services will be summoned. The student may be taken to the nearest urgent care center/hospital for evaluation and/or treatment. If injured on a clinical site, students must fully cooperate with the clinical agency's incident reporting policies.

Medical Clearance Requirements for Illness, Injury, or Surgery

Students shall notify the Director of Nursing, as soon as feasible, of any changes in health status which affects their safety, the safety of others including patients, or their ability to meet course objectives and/or progress in the nursing program. Changes in health status include physical illness, injury, surgery, or mental health illness.

A written statement of clearance from the student's healthcare provider is required. The written statement must include the date student may return to school and that the student may resume all clinical and classroom activities with no restrictions.

Pregnancy Health Clearance Requirements

Students shall notify the Director of Nursing (DON) of a pregnancy. A written statement from the student's healthcare provider is required documenting medical clearance to participate in clinical activities with no restrictions. Any change in the student's condition that results in restrictions to participate in clinical activities requires notification to the DON.

After the birth, the student must provide a written statement of clearance from their healthcare provider in order to resume class and clinical school activities. The written statement must include the date student may return to school and that the student may resume all clinical and classroom activities with no restrictions.

Communicable Disease or Condition

Students with a contagious or communicable disease or condition should avoid contact with others at Lincoln Technical Institute or the clinical site. Students must adhere to Lincoln Technical Institute's *Contagious or Communicable Condition Policy*: "Any student with a contagious or

communicable disease or condition shall be prohibited from having contact with others at the School when such contact could result in communicating said disease or condition. Such prohibition shall continue until such time as the student is not "a risk to others". Students who have any suspected or known communicable disease must report the condition to the Director of Nursing and to their instructor(s).

Academic Advisement

Students receive advisement from nursing program faculty for support and guidance with nursing issues and program progression. Nursing students should take the initiative to meet regularly with nursing program faculty to review the student's program of study and discuss strategies for success.

Learning Resource Center (LRC)

The Learning Resource Center is available and supported for student learning during normal school hours. The online library/LRC provides students with access to texts, journals, and online research databases such as CINAHL (EBSCO) and others. Additional web-based learning resources are provided through Elsevier Evolve® and F.A. Davis® publishers, and ATI® assessment and remediation programs. The campus libraries/Learning Resources Center (LRC) staff, as well as nursing faculty provide support for students and assist them within the online learning environment.

Student Support through *StudentLinc*

Counseling is available by an on-call independent service provider referred to as *StudentLinc* by Curalinc. All students are provided a toll free number which confidentially connects them with a licensed counselor to help address non-academic issues the student may have. Flyers are also posted around the school and are distributed at orientation. Access to phones and privacy are available to students if needed.

Code of Conduct

See Appendix A - The Code for License Practical/Vocational Nurses

The code of conduct provides a framework for the student nurse to demonstrate acceptable professional behaviors. Professional behaviors are required by this academic institution, patients/clients, family members, and facility personnel. In addition to the specific unsatisfactory

conduct behaviors listed in the school catalog (see *Student Conduct and Harassment Policy* sections), behaviors that are in direct conflict with the Code of Conduct are of grave concern to the nursing faculty and administration and include any inappropriate behavior any time while in or near school, at clinical sites, school vehicles, or attending school events. Violations to the code shall result in disciplinary action, up to and including dismissal from the nursing program.

Behaviors that are unacceptable include, but are not limited to:

- Any conduct that is perceived as threatening, demeaning, or that may jeopardize the safety of others, including physical or verbal assault, battery, intimidation or profanity, any use of racial, ethnic or sexual epithets, toward any patient /client , student or school personnel.
- Disrupting or attempting to disrupt the educational process or operation of any aspect of the school.
- Possession, use of or any threat to use, implied or explicit, of a dangerous weapon or any object as a weapon including any caustic substance.
- Possession, use, distribution, sale, conspiracy to sell or possess or being under the influence of illegal substances or alcoholic beverages.
- Possession of missing or stolen property.
- Violation of school rules and regulations.
- Willful disobedience of a directive of any school personnel, open or persistent defiance of authority to school personnel, either in or away from school.
- Dismissal from a clinical site by clinical personnel for failure to conduct oneself appropriately as determined by the clinical staff or director.
- Failure to notify clinical instructor if leaving clinical site will be considered “Patient Abandonment” and will result in course failure.
- Violation of academic integrity policies.
- Use of profane or offensive language.
- Inappropriate sharing of confidential information, including on all social media sites.
- Abusive treatment of others, including physical/psychological abuse.
- Threatening verbal and/or physical behaviors to persons or property. (e.g. “Bullying”)
- Illegal, indecent, obscene, or disrespectful conduct.
- Falsifying records or reports. This includes but is not limited to, dishonesty in reporting results (e.g. vital signs), omitting or fabricating data or information.
- Any violation of the Testing Security policy.
- Recording or using a camera or cell phone during tests or test reviews.
- Taking cell phone pictures or screen shots of computer screen that have tests or ATI displayed.
- Insubordination on campus or in the clinical area.

- Taking credit for someone else's work. This includes but is not limited to: copying another's assignment in whole or in part and handing it in as one's own; collaboration in any form on a take-home exam; copying and pasting from any source including the Internet without properly crediting the original author/source.
- Failure to report clinical/classroom absenteeism.

Mobile Phones & Devices, Social Media, and Patients/Families Confidential Information

Nursing students are to maintain safety and quality of patient care at all times while in the clinical area; therefore, the use of mobile phones and devices in the clinical area during patient care activities is strictly prohibited.

Confidentiality is a responsibility and an agreement between nursing students, patients and clinical sites. In addition, nursing students must adhere to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) rules and regulations and by the clinical agency policies.

The following actions are strictly prohibited and nursing students may not:

- Take pictures or videos of patients, families, patient care areas, patient information or any of the company property or equipment while at a clinical site.
- Take and/or post "selfies" or pictures of the clinical group in the clinical area wearing the Lincoln Nursing Uniform.
- Ask patients, family members and/or significant others for personal information, such as personal phone number or home address.
- Copy and/or take any paperwork or documents within the medical record from the clinical site that contains patient's personal or financial information.
- Accept any monies such as tips from patients, family members and/or significant others.

Students are encouraged to explore *A Nurses Guide to Social Media* made available through the National Council of State Boards of Nursing (NCSBN) for additional information.

https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf

Every student is responsible and accountable for all communication they post on any social media sites.

Dress Code

School Uniform

- The school uniform must be worn at all times.
- School uniform must be clean and pressed.
- White or black shoes or all white or black leather/vinyl sneakers may be worn. White or black shoe laces only. No high tops, crocs, clogs, open back shoes, open front, flip flops, sling back shoes, boots or bedroom slippers allowed.
- White/black hosiery/socks only.
- Appropriate undergarments must be worn. Undergarments must not be exposed.
- White or black t-shirts or turtlenecks may be worn under the uniform shirt.
- The student photo I.D. shall be clearly visible and worn over the shirt. No decals or slogans permitted.
- All visible tattoos must be completely covered with clothing or waterproof tattoo cover up.

Nails and Hair

- Fingernails must be short and clean, no longer than the tip of finger.
- Fingernail nail polish must be clear without color.
- No nail jewelry may be worn.
- No artificial nails or over lays shall be worn due to the high risk of infection as evidenced by research.
- No perfume or cologne.
- Makeup, if used, should be applied lightly. False eyelashes are prohibited.
- Hair must be neat, worn up and off the collar.
- Only natural hair tones are acceptable.
- No ribbons or colored barrettes shall be worn in hair. A thin headband of white or black may be worn.
- No hair jewelry is permitted.
- Any facial hair must be trimmed and groomed.
- Any hair coverings that are worn must be approved in advance by school administration and be either solid black or solid white.
- No hats of any kind are allowed.

Jewelry

- No hoop or dangling earrings shall be worn. One pair of post earrings are permitted.
- No gages permitted, must be plugged with a clear spacer.
- No facial or tongue jewelry shall be worn.
- Only a plain wedding band may be worn.

- A watch with a second hand shall be worn. Smart watches are prohibited.
- No bracelets or necklaces shall be worn.

Clinical faculty may dismiss or restrict a student from the clinical setting for failure to comply with the dress code and/or for extremes in personal grooming. Dismissal from the clinical area will result in a clinical absence and an unsatisfactory performance assessment for the day.

Fire Drills

The sounding of the fire alarm system signals an event or fire. Every fire drill should be regarded as a real fire. Students should evacuate in an orderly fashion according to established procedures and report to the instructor in the parking lot or designated area. An "all-clear" message will be communicated by administration.

Lockdown Campus Safeguard

To prepare students in case of an intruder, the Lockdown definition, alert signal, and procedures are reviewed during student orientation to the school.

Change of Student Information

The Campus must be notified of any name, telephone number, email and/or address changes.

Smoking Policy

Smoking is only allowed in designated smoking areas while on the Lincoln Technical Institute campus. Smoking during clinical time and while on the clinical grounds is strictly prohibited.

Food and Drink Policy

Only covered drinks are allowed in classrooms. No food or drink is allowed in the computer rooms, skills lab or simulation lab.

Inclement Weather

Students will be notified by LincAlert, the school's Electronic Emergency Notification system, for school closing, delayed opening, or early closing. Please be reminded that each campus may have specific policies regarding inclement weather notification.

ATTENDANCE AND TARDINESS

Attendance Protocol

Students must comply with the individual State Board of Nursing Regulations to meet program completion requirements for specific hours of attendance. The technical nature of the training and graduate employability goals of the program offered requires that students attend classes on a regular basis. Students should recognize that academic success is tied to regular attendance. Attendance at classroom, laboratory, and clinical learning experiences is required to meet course and end-of-program Student Learning Outcomes (EPSLO's). Excessive absences may result in the inability to meet course objectives and subsequently the student may not successfully complete the course. Consequently, the school's attendance policy will be strictly enforced. Students are expected to attend all class sessions, laboratories, and clinical.

School closings and/or delays may place the student at risk for not meeting attendance requirement. In the event of this occurrence, make-up time will be scheduled. Options for make-up time may include forfeiting scheduled vacations; extending the fourth term; extending scheduled school hours; and/or attending weekends.

Students are encouraged to meet with their instructors during office hours immediately following an absence. Lincoln Technical Institute will honor the following documented absences for Practical Nursing students: Jury Duty, Military Leave and Bereavement (maximum of 3 days). Any extenuating circumstances causing an absence must be documented and approved by the Director of Nursing or designee.

As defined in the Campus Catalog, a student will be considered withdrawn from the program when either of the following criteria's met:

- a) Six consecutive days of absence
- b) Fourteen consecutive calendar days of absence (2 weeks) while school is in session.

Class Attendance

Class absence: When class is not attended, it is the student's responsibility to obtain lecture notes, handouts and assignments from the Canvas Learning Management System (LMS), instructor and/or other students. Unless the student has an extended illness of three consecutive days or more, the student is required to complete all in-class assignments within 24 hours of their return to class.

Laboratory absence: In Term 1, the student must make-up any missed lab prior to beginning clinical rotations. Any missed lab after the beginning of a clinical rotation in Term 1 places the student at risk for not being prepared for clinical and unable to meet the required clinical competencies. If the make-up lab is not completed as designated, the student shall forfeit the right to progress in the coursework and may result in disciplinary action up to and including suspension or withdrawal from the program.

Clinical Attendance

If a student is unable to attend a clinical session, the student must notify the clinical faculty and/or designated person facilitating the clinical session prior to the start of the clinical day. Completion of assigned clinical make-up sessions and related assignments are required to complete the course.

Students must report directly to the instructor upon arrival and are considered absent until the instructor verifies their presence.

Students are expected to remain at the clinical site for the entire scheduled period (excluding unexpected emergencies such as acute illness). Time will be deducted if student leaves prior to the end of the scheduled time. If the student leaves the clinical site for any reason not expecting to return, official notification to the instructor by the student must be made at the time of leaving. Failure to do so may result in disciplinary action up to and including suspension or withdrawal from the program.

CLINICAL COURSES OVERVIEW

Introduction

Lincoln Technical Institute believes in a variety of clinical experiences, therefore multiple clinical sites will be assigned during the nursing program.

Clinical rotations are an essential component of the Practical Nursing Program and are scheduled according to the curriculum calendar but may be subject to change

During the clinical experience, students have the opportunity to repeatedly perform nursing skills that build upon the principles and skills taught in the classroom and laboratory settings. The major portion of clinical experience may include areas such as: long-term care, physician office, outpatient clinic, sub-acute medical-surgical, rehabilitation centers, and other appropriate environments.

Clinical schedules are established to meet the learning needs of the students. Students may not select clinical rotations.

All students are required to demonstrate preparation for clinical by having all necessary clinical tools.

Students must be able to lift up to 30 pounds without restriction while at the clinical facility. There is no "light duty" accepted in any clinical rotations.

While in the clinical area, students will be supervised by a Lincoln Technical Institute faculty member.

Transportation Policy for Clinical Rotations

Nursing students can be assigned to clinical sites located up to a 50 mile radius from the Lincoln Technical Institute campus and therefore it is required that students have independent reliable transportation. The Lincoln Technical Institute nursing program does not provide transportation and is not liable for any personal injuries, accidental or financial loss incurred by the student or any affected individual(s) in the course of travel to class or clinical.

Requirements for Clinical Rotations

Students must have CPR/BLS, Criminal Background Screening, Drug Screen, and Health Assessment with Immunizations complete and on file with the nursing program to enter a clinical site. If a student does not have any part of the required documents, they will not be allowed to attend clinical, will be marked absent, and will be at risk for being withdrawn from the course. All clinical requirements will be managed through **CastleBranch**[®] tracking services.

Performance Standards in the Clinical Setting

Nursing students must ensure a safe environment for all patients at all times. Clinical learning occurs in the nursing laboratory through skills assessments and simulated clinical experiences, in

addition to clinical practice settings (i.e. hospitals, long-term care facilities, and community based settings). The evaluation of student performance in clinical practice settings, under the supervision of clinical faculty, determines the clinical grade through the use of course specific *Clinical Competency Evaluations*. The *Clinical Competency Evaluation forms* are designed based on course student learning outcomes and clinical competencies to document students' performance throughout the clinical rotation.

Grading for Clinical Nursing Courses

The passing grade for clinical courses is 75% and includes successful demonstration of select clinical competencies. The *Clinical Competency Competencies Evaluation* form is used to determine student performance in the clinical setting and will be reviewed with students in all clinical orientations. It is mandatory that nursing students consistently meet the course objectives found in the *Clinical Competency Evaluation* to successfully complete the clinical nursing course and continue progression in the nursing program. Remediation may be required for mastery of skills. A Performance Improvement Plan (PIP) is required for those clinical competencies that are not successfully verified.

Clinical Site Policies

Clinical assignments are designed to assist students to meet course objectives and connect theory and practice. The following clinical guidelines ensure patient and student safety:

- Students must come to the clinical setting prepared for the clinical day. Adequate preparation includes proper uniform and clinical tools which includes penlight, stethoscope, sphygmomanometer where allowed, bandage scissors, watch with a second-hand or digital). These tools are required every day in the clinical area. Students unprepared for clinical may be dismissed for the day. If a student is dismissed from clinical for the day, they will incur a clinical absence.
- Students must follow all clinical site policies, procedures, and student affiliation guidelines at all times.
- Students are responsible for providing safe and effective care and seeking the direction of LTI clinical faculty while performing nursing skills. Students may only perform nursing care, appropriate for their program level of progression, under the supervision of clinical faculty.

- Students must adhere to all privacy and HIPAA guidelines while in the clinical environment and are forbidden to copy, photograph or remove client data from the clinical site.
- Cell Phones and cameras are strictly prohibited at the clinical sites. Cell phones may be used when the student is on break and outside of the building. Any violation of this guideline will result in the student being dismissed from clinical for the day and incurring a clinical absence.
- Students may not leave the patient care unit without notifying their clinical faculty. If students leave the patient care unit without faculty permission, it will be considered *Patient Abandonment* and may result in clinical course failure.
- Nursing students are mandated to report unsafe or unethical behaviors. Any student who observes behavior that threatens student or client safety has a responsibility to immediately report the behavior to the clinical faculty.

NURSING LABORATORY

The Nursing Laboratory provides students with learning environments to practice skills for validation and participate in simulation. Scheduled hours of operation will be posted at the campus. Additional hours may be available upon request and faculty availability.

- Students' behavior must comply with the school's discipline code and dress code.
- Students are required to wear their photo ID badge each time they use the Nursing Laboratory.
- No use of headphones are permitted.
- No food or drink is allowed in the Nursing Laboratory.
- Faculty are responsible to provide lab instruction, supervise lab practice and validate skills check-offs.
- Students are responsible to assist in maintaining a clean laboratory by returning any equipment and supplies that they use to the designated storage space.

Guidelines and Safety Rules for the Nursing Laboratory

Students must know and abide by the following guidelines and safety rules in order to effectively and safely use the nursing laboratory.

- Work safely! Use personal protective equipment, standard precautions, and wash hands often.
- Read carefully the skill check-off sheet applicable to the skills practice; gather supplies and equipment needed.
- Ask for assistance when learning to use equipment for the first time.
- Operate equipment correctly. Read carefully the equipment operating instructions and safety precautions. Always test equipment before applying it to your “client” (or peer).
- Clean the work area used before leaving the laboratory. Return all supplies, chemicals, equipment, and furniture to the designated storage areas. Request assistance from the instructor to lock up any items that are kept in locked storage areas.
- Use of diagnostic equipment and diagnostic supplies for personal use is strictly prohibited.
- Use chemicals and other lab supplies carefully and safely. Ask the instructor for assistance if using for the first time. Be familiar with the process to access MSDS information in the laboratory.
- Handle sharps safely! Sharps are anything with a sharp edge, i.e. needles, glass microscope slides, lancets, broken glass. Dispose of all sharps in the designated sharps containers in all labs. NEVER DISCARD IN THE BIO-WASTE CONTAINER OR IN THE TRASH CAN! Use safety precautions with sharps--handle with care and be aware of others around you to avoid accidental puncture or cut of another person. Report any needle sticks immediately to the instructor, which requires completion of an accident form.
- Bio-hazard receptacles (sharps containers) are provided for disposal of needles and other sharps. Do not dispose of paper towels, paper items, or kits in bio-hazard receptacles.
- Report any accident, injury, or hazardous spill immediately to the instructor for proper management. Do not attempt to clean up any spill--get help!
- If supplies are low and need to be replaced, or if equipment or furniture is not in good working order, please make the instructor aware.
- Work and talk quietly. Be respectful and courteous to others using the laboratory. Do NOT use the laboratory as a study area—labs are only to be used when practicing or checking off on skills.

Students not following the Nursing Laboratory guidelines will be asked to return to the classroom; the instructor will be notified and appropriate action will be taken.

TESTING STANDARDS AND PRACTICES

Course Assessments (examinations) and Make-Up Assessments

It is expected that students will be present for all course examinations. If a student misses an examination for any reason, it is the student's responsibility to contact the nursing faculty prior to the administration of the exam. The student's request for a make-up exam should be directed to the course faculty. It is the student's responsibility to contact their instructor within 24 hours via the Canvas learning management system to make arrangements for re-scheduling of the exam.

A student who is absent on the day of an assessment will be permitted to make up one (1) assessment per course, provided the student makes-up the assessment on the day they return to the class. The student will have ten (10) points deducted from the earned assessment score, except in the case of a documented approved absence. If the student does not make-up the assessment on the day they return to the class, the student will receive a zero (0) for the assessment. If student misses a second exam in the same course, the student will receive a zero in that exam. It is the responsibility of the student to make arrangements for the make-up assessment.

If a student arrives late for class when an assessment is in progress, the student will not be permitted to enter the class. The student must make arrangements with the instructor to make-up the missed assessment. If the student takes the make-up assessment on the same day as the scheduled exam, the student will have seven (7) points deducted from the earned grade. If the student delays the make-up assessment to the next day, the student will have ten (10) points deducted from the earned grade. Any further delay will result in a zero (0) for the exam.

Guidelines for scheduled assessments (examinations):

- Students are to be on time to begin an exam.
- The instructor has the right to administer a make-up exam of his/her choice, as long as the content is that of the original exam. For example, make up exams will not have the same questions, may not have the same question types, and will often have fewer questions than the original exam.
- If a student leaves the testing environment for any reason prior to the end of the exam, they will be exited out of the exam and not permitted to return. The test score achieved will remain as the final test score.
- It is the responsibility of the student to arrange a make-up exam with the instructor.

Dosage Calculation Competency Assessment

Students are required to pass a Medication Administration Test with a score of 85% to demonstrate basic knowledge competency in medication calculations as well as safe administration of medications. A total of 3 attempts will be allowed to obtain a score of 85%. In the event of multiple attempts to obtain the 85% score, the maximum recorded score will not exceed 85%. Failure to achieve an 85% will result in Pharmacology course failure and withdrawal from Nursing Clinical II.

Students are required to take a Dosage Calculation Competency Examination as required in select nursing courses.

The following guidelines apply to the Dosage Calculation Competency Exam:

- A grade of 85% or higher is required to pass the Dosage Calculation Competency exam.
- The student is required to use a calculator accessible on the computer for exams involving drug calculations.
- Students may NOT administer patient medications until the Dosage Calculation Competency exam is successfully passed.
- Remediation is required for students who fail the Dosage Calculation Competency exam before taking the next examination.

Assessment Technologies Institute® (ATI) Requirements

The Lincoln Technical Institute Nursing program provides each student with an Assessment Technologies Institute® (ATI) standardized nursing assessment package to assist the student in preparing for the NCLEX examination. The goal of the ATI testing package is to help students reinforce their nursing knowledge as they progress through the nursing program. The ATI Content Mastery Assessments are designed to identify the student's areas of content strength and opportunities for content remediation in each nursing course as the student progresses through the nursing program. ATI Proctored Content Mastery assessments will be administered at the conclusion of select nursing courses throughout the program. Students are expected and encouraged to achieve Level 2 score or greater, according to the ATI cut scores. All students will be required to complete a focused review and remediate their areas of weakness.

In the Professional Development course, a Comprehensive Predictor assessment will be administered to assess the student's predicted probability of passing the NCLEX examination.

Virtual ATI (VATI) Requirements

During the final term, students will be enrolled in Virtual ATI (VATI) to enhance the student's success when preparing for the NCLEX exam. The grade weight of the Virtual ATI can be found in the Professional Development Syllabi. VATI is a 12 week program, the student is responsible to purchase additional time if needed through ATI for an additional fee. Student progress and academic integrity is monitored by ATI. If ATI determines that someone has violated the academic integrity policy, the student may be withdrawn from VATI and the incident would undergo an investigation to determine the need for further action. It is highly recommended students complete the VATI NCLEX review program and achieve the "green light to test" status before taking the NCLEX licensing exam. Students will be eligible to receive a voucher from Lincoln Technical Institute to pay for the cost of the Pearson Vue examination fee when they achieve the VATI "green light" status to take the NCLEX exam.

Lincoln Technical Institute TESTING SECURITY POLICY

Nursing Discipline – Testing Security Policy

I. PURPOSE

- A. To ensure testing procedures are valid, reliable and without bias for nursing student candidates and nursing students.
- B. To define procedures for both online and on-campus testing environments.
- C. To provide an accurate assessment of the learner's knowledge specific to the material tested.
- D. To prevent anyone from gaining an unfair advantage on standardized and instructor-developed exams.

II. SCOPE

All LESC Nursing Students, Nursing Candidates, Nursing Faculty and Staff

III. TESTING SECURITY and FAIRNESS

The Testing Security Policy applies to all instructor-developed, proctored exams as well as standardized vendor exams. The Testing Security Policy is designed to give every student a standardized, fair, and equitable opportunity to demonstrate knowledge. This policy also applies to applicants taking the TEAS[®] entrance examination. By signing the Testing Security Policy, the student acknowledges that they have read, understand, and will comply with this Testing Security Policy.

IV. PROHIBITED AND PERMITTED ITEMS IN TESTING ENVIRONMENTS

A. Prohibited Items in All Testing Environments:

The following are a list of items that are not permitted in any testing area.

1. Cell phones, smart phones, smart watches, text messaging devices, personal digital assistants, or other electronic communication devices
2. E-readers, tablets, computers, laptops, or any type of device not preapproved by Lincoln Technical Institute
3. Cameras, scanners, audio or video recording devices, or picture-taking devices
4. Media players or radios
5. Headphones, headsets/earbuds, ear muffs or listening devices
6. Hats and/or hoods (except documented religious apparel) may not be worn on the head
7. Language translators
8. Calculators
9. Watches of any kind, alarms, electronic timers of any kind
10. Written materials (including books and notes)

11. Rulers or tissues
12. Mechanical pencils, mechanical erasers, pens, stylus, or highlighters
13. Briefcases, handbags, or backpacks of any kind
14. Food or beverages (unless pre-authorized for medical reasons)
15. Firearms or weapons

B. Allowed Items for All Testing Environments:

1. Medical aids that are necessary for medical or health reasons are allowed but may be inspected by test center proctors. These items include but are not limited to: heart monitor, epinephrine auto-injector, insulin pump, glucose monitor, blood sugar testing kit, TENS unit, respiratory inhaler.

V. TESTING PROCEDURES

A. Applicable to all Testing Environments

- A. Examinees are required to begin testing promptly. The time of the exam will be provided to the examinee. If an examinee does not begin the test on time, additional time will not be given to complete the exam.
- B. There is never any point in time at which examinees are allowed to discuss or share exam content (e.g., email, text message, exchange via the Internet, or any other form of communication). If it is discovered that the examinee has discussed or shared exam information with anyone:
 - The TEAS applicant will not receive credit for their exam.
 - Nursing students will receive a zero for the exam and face disciplinary action up to and including possible termination from the program.
- C. Examinees will be video and audio recorded for the duration of the exam in remote testing environments. ATI will notify the campus of any suspicious behavior observed in the recording.
- D. The examinee must remain and be visible to the remote proctor via webcam from the chest up (fully visible in the recorded frame) or the test score will be invalidated.
- E. In the event that there is a technical issue with the webcam and the examinee is not visible on the review of the recording, the initial assessment scores will be invalidated and the examinee will be required to retake the assessment. Any technical issue must be reported to the proctor immediately for the examinee to retake an exam.
- F. Leaving the remote testing environment during an exam will result in the exam being invalidated and the examinee will receive a zero grade. Medical exceptions may be made with the appropriate documentation submitted prior to the exam.
- G. While taking an examination, examinees are prohibited from having anyone else in their immediate testing environment or allowing anyone else to view their screen or any test responses.

- H. Examinees are prohibited from writing, printing or taking pictures of any exam content or answers.
- I. Examinees may not consult textbooks, other individuals, electronic devices, or any other resources during the exam or during breaks.
- J. Failure to complete the environment scan satisfactorily during a remote exam will result in the exam score being invalidated. All testing environments must be scanned for compliance. The environment scan must include the desk and entire testing area.
- K. No personal calculators may be used in the testing area.
- L. Examinees who fail to comply with the Testing Security Policy will be dismissed from the testing area, and the scores withheld or invalidated. Examinee found to be noncompliant with the Testing Security policy will receive a zero grade.
- M. Examinees testing remotely must take all tests while sitting upright and wearing appropriate clothing. Current students may be required to wear a uniform scrub top in designated campus locations.
- N. Any violation of the Testing Security policy is subject to disciplinary action up to and including possible denial of admission or termination from the nursing program.
- O. Examinees may not continue to work after a proctor has instructed examinees to stop testing.

B. Applicable to TEAS® Testing:

1. Examinees must present acceptable photo identification for admission to the testing area (TEAS® testing).
2. The timing of each TEAS® test section is strictly scheduled. The examinee cannot skip ahead or go back to a previous test or test section while taking the TEAS®.
3. If the examinee is dismissed from the testing area prior to completing the TEAS® exam because of failure to comply with this Testing Security policy, test fees will not be refunded.
4. Allowing an individual to impersonate an examinee taking a TEAS® or ATI® or instructor-developed proctored test, or engaging in impersonation to take a test for someone else, is strictly prohibited.
5. TEAS® scores and registration information, including the photo provided, will be made available to the school. In the event of an investigation involving the validity of any test scores, the photo may be made available to institutions to which scores are designated to be sent.

VI. ITEMS TEST PROCTORS MAY EXAMINE

- A. Any clothing or jewelry items allowed to be worn in the testing environment must remain on the person at all times. If removal of clothing or jewelry items is necessary during the exam, the examinee must raise their hand for the proctor. The proctor will retrieve the item and hold it at the front of the room until the exam is completed.
- B. Eyeglasses worn into the testing area may be examined.

- C. The proctor may ask the examinee to raise pant legs above the ankles, pull sleeves up, and inspect any approved head covering prior to every entry into the testing environment and/or anytime during the exam.
- D. The proctor may ask the examinee to empty and turn their pockets inside out prior to every entry into the testing environment and/or anytime during the exam to confirm that there are no prohibited items.

VII. SCRATCH PAPER

Scratch paper will be provided prior to testing and collected following testing. No other scratch paper is permitted in the testing environment. Scratch paper used in the testing environment is not permitted to be removed from the testing area by examinees following a proctored TEAS[®] or ATI[®] or any other proctored exam. Pencils may be provided to each examinee when taking a proctored exam.

VIII. VIOLATION OF COPYRIGHT

ATI[®] holds the copyright to the TEAS[®] and all ATI[®] proctored exams. Lincoln has intellectual property of all instructor-developed exams. Both disclosures of exam content and cheating on any test, are prohibited as such practices undermine the integrity and fairness of the examination process.

Examinees may not retain any test materials. All test materials must be returned intact to the test proctor after testing. The following conduct is prohibited after the examination:

- A. Sharing the content or details of any test question, including the question's fact pattern, option choices, or answer, in whole or in part, with anyone via electronic (including email, blogs, and online social and professional networking sites), telephonic, written, oral, or other means.
- B. Reproducing, paraphrasing, summarizing, or describing to any other person any test content from memory after leaving the testing room
- C. Forwarding, re-posting, hosting, or otherwise advancing the distribution of exam content, on the Internet or via other means that others have disclosed.

Unauthorized disclosure of exam content or engaging in prohibited conduct before, during or after the examination may result in some or all of the following penalties:

- A. Civil liability
- B. Criminal penalties
- C. Cancellation of the examinee's test scores
- D. Denial of the examinee's application to sit for future exams or to be accepted into the nursing program
- E. Denial of the examinee's licensure application on character and fitness grounds

PROGRAM PROGRESSION

Progression Requirements

At the beginning of each course the student will be given a course syllabus. This will contain course specific information and the course grading policy. Students must meet all course requirements to progress to the next course. Nursing courses are sequential and have prerequisite and/or co-requisite course requirements which may include nursing and general education courses. All nursing and co-requisite course requirements must be successfully completed in the prescribed order to progress in the nursing program. A passing grade of 75% is required in each nursing theory and clinical course.

Re-Entrance (Re-Entry) Policy into the Nursing Program

Readmission to the nursing program is based on a review including but not limited to; reason for withdrawal from the program, past academic achievement, clinical evaluations, and evidence of interim efforts to strengthen areas of weakness. Faculty apply evaluation criteria for students applying for readmission including but not limited to; nursing GPA, compliance with codes of conduct, attendance, ability to deliver safe and competent care, adherence to school and program policies, the use of resources, and response to remediation to support their success and completion of the recommendations of the program exit plan.

A student in violation of the Student Code of Conduct may be ineligible for readmission to the nursing program. Consideration for readmission to the program can only be granted if there are available openings, and sufficient clinical resources and faculty. In the event there are more readmission applicants than available openings, a ranking system will be applied.

Students failing to meet course standards at the end of the term may be interrupted from the nursing program to provide time to remediate and adjust to the rigors of the program. Candidates requesting re-entry into the Practical Nursing Program will be reviewed by the Re-Entry Committee. The Committee will then determine if and when the candidate is eligible to re-enter the Nursing Program depending on their specific requirements to be a successful student in Nursing. The purpose of the Re-Entry Procedure is to provide a mechanism to evaluate a candidate's readiness for re-entry into the Nursing Program and to assure that each re-entry candidate is fairly evaluated.

The Director of Nursing reserves the right to require any current active student to repeat a background check or obtain a Drug screening at any point during the duration of the program.

- Returning students must repeat the Federal Criminal background check and Drug Screening.

Re-entry students must have CPR certification through the new graduation date and provide this documentation prior to re-entry.

GRADUATION AND PN NURSING LICENSURE

Students that meet all educational and institutional requirements for a Certificate in Practical Nursing from Lincoln Technical Institute are eligible to apply for the Practical Nurse (PN) licensure.

A letter of completion will be sent to the State Board of Nursing on the student's behalf when nursing program completion has been achieved. Students are responsible to complete an application to the State Board of Nursing and Pearson Vue. Graduates who plan to take the licensure exam in another state are responsible for obtaining necessary information regarding fees and application forms from that state's Board of Nursing.

Graduates will receive an Authorization-To-Test (ATT) e-mail from Pearson Vue when they are eligible to test. Upon receipt of the ATT code, they may contact the desired testing site to schedule a test date. The length of this process varies.

The New Jersey and Pennsylvania State Boards of Nursing requires background checks on application for licensure.

In Pennsylvania only, a graduate is eligible to work under a temporary permit while waiting to take the NCLEX exam, but only if application is submitted within a year of graduation. It cannot be issued to a candidate who has attempted the NCLEX previously in any jurisdiction.

Students are expected to provide their NCLEX-PN results to the Director of Nursing.

APPENDIX A: THE CODE FOR LICENSE PRACTICAL/VOCATIONAL NURSES

The Code, adopted by NFLPN (now known as the National Association of Licensed Practical Nurses NALPN) in 1961 and revised in 1979, provides a motivation for establishing, maintaining and elevating professional standards. Each LP/VN, upon entering the profession, inherits the responsibility to adhere to the standards of ethical practice and conduct as set forth in this Code.

1. Know the scope of maximum utilization of the LP/VN as specified by the nursing practice act and function within this scope.
2. Safeguard the confidential information acquired from any source about the patient.
3. Provide health care to all patients regardless of race, creed, cultural background, disease, or lifestyle.
4. Uphold the highest standards in personal appearance, language, dress, and demeanor.
5. Stay informed about issues affecting the practice of nursing and delivery of health care and, where appropriate, participate in government and policy decisions.
6. Accept the responsibility for safe nursing by keeping oneself mentally and physically fit and educationally prepared to practice.
7. Accept responsibility for membership in NALPN and participate in its efforts to maintain the established standards of nursing practice and employment policies which lead to quality patient care.

INTRODUCTORY STATEMENT

Definition:

Practical/Vocational nursing means the performance for compensation of authorized acts of nursing which utilize specialized knowledge and skills and which meet the health needs of people in a variety of settings under the direction of qualified health professionals.

Scope:

Licensed Practical/Vocational nurses represent the established entry into the nursing profession and include specialized fields of nursing practice.

Opportunities exist for practicing in a milieu where different professions unite their particular skills in a team effort: to preserve or improve an individual patient's functioning and to protect health and safety of patients.

Opportunities also exist for career advancement within the profession through academic education and for lateral expansion of knowledge and expertise through both academic/continuing education and certification.

STANDARDS

Education:

The Licensed Practical/Vocational Nurse

1. Shall complete a formal education program in practical nursing approved by the appropriate nursing authority in a state.
2. Shall successfully pass the National Council Licensure Examination for Practical Nurses.
3. Shall participate in initial orientation within the employing institution.

Legal/Ethical Status:

The Licensed Practical/Vocational Nurse

1. Shall hold a current license to practice nursing as an LP/VN in accordance with the law of the state wherein employed.
2. Shall know the scope of nursing practice authorized by the Nursing Practice Act in the state wherein employed.
3. Shall have a personal commitment to fulfill the legal responsibilities inherent in good nursing practice.
4. Shall take responsible actions in situations wherein there is unprofessional conduct by a peer or other health care provider.
5. Shall recognize and have a commitment to meet the ethical and moral obligations of the practice of nursing.
6. Shall not accept or perform professional responsibilities which the individual knows (s)he is not competent to perform.

Practice:

The Licensed Practical/Vocational Nurse

1. Shall accept assigned responsibilities as an accountable member of the health care team.
2. Shall function within the limits of educational preparation and experience as related to the assigned duties.
3. Shall function with other members of the health care team in promoting and maintaining health, preventing disease and disability, caring for and rehabilitating individuals who are experiencing an altered health state, and contributing to the ultimate quality of life until death.
4. Shall know and utilize the nursing process in planning, implementing, and evaluating health services and nursing care for the individual patient or group.
 - a. Planning: The planning of nursing includes:
 - Assessment/data collection of health status of the individual patient, the family and community groups
 - reporting information gained from assessment/data collection
 - the identification of health goals.
 - b. Implementation: The plan for nursing care is put into practice to achieve the stated goals and includes:
 - observing, recording and reporting significant changes which require intervention or different goals
 - applying nursing knowledge and skills to promote and maintain health, to prevent disease and disability and to optimize functional capabilities of an individual patient
 - assisting the patient and family with activities of daily living and encouraging self-care as appropriate
 - carrying out therapeutic regimens and protocols prescribed by personnel pursuant to authorized state law.
 - c. Evaluations: The plan for nursing care and its implementations are evaluated to measure the progress toward the stated goals and will include appropriate person and/or groups to determine:

- the relevancy of current goals in relation to the progress of the individual patient
 - the involvement of the recipients of care in the evaluation process
 - the quality of the nursing action in the implementation of the plan
 - a re-ordering of priorities or new goal setting in the care plan.
5. Shall participate in peer review and other evaluation processes.
 6. Shall participate in the development of policies concerning the health and nursing needs of society and in the roles and functions of the LP/VN.

Continuing Education:

The Licensed Practical/Vocational Nurse

1. Shall be responsible for maintaining the highest possible level of professional competence at all times.
2. Shall periodically reassess career goals and select continuing education activities which will help to achieve these goals.
3. Shall take advantage of continuing education and certification opportunities which will lead to personal growth and professional development.
4. Shall seek and participate in continuing education activities which are approved for credit by appropriate organizations, such as the NALPN.

Specialized Nursing Practice:

The Licensed Practical/Vocational Nurse

1. Shall have had at least one year's experience in nursing at the staff level.
2. Shall present personal qualifications that are indicative of potential abilities for practice in the chosen specialized nursing area.
3. Shall present evidence of completion of a program or course that is approved by an appropriate agency to provide the knowledge and skills necessary for effective nursing services in the specialized field.
4. Shall meet all of the standards of practice as set forth in this document.

NATIONAL ASSOCIATION OF LICENSED PRACTICAL NURSE (NALPN)

The National Association of License Practical Nurses (NALPN) is the professional organization for licensed practical nurses and licensed vocational nurses and practical/vocational nursing students in the United States. Originally the National Federation of Licensed Practical Nurses (NFLPN) was founded in New York State in 1949 to provide a structure at the national level through which LPNs and LVNs could promote better patient care and to speak and act on behalf of the occupational group. The organization is now known as the National Association of Licensed Practical Nurses (NALPN) and is the only organization in the United States governed entirely by LPNs and LVNs for LPNs and LVNs. NALPN is recognized by the other national nursing organizations as the official voice of LPNs and LVNs. To learn more about NALPN, including membership, go to <https://nalpn.org/nalpn-practice-standards/>

NURSING STUDENT HANDBOOK ACKNOWLEDGEMENT STATEMENT

I acknowledge that I have read, understand, and will adhere to all the policies, procedures and requirements stated in the Lincoln Technical Institute Practical Nursing Student Handbook and the Lincoln Technical Institute school catalog and addendums.
<https://www.lincolntech.edu/consumerinfo>

I understand that I will be held accountable to all program policies and procedures. I also understand that I will be notified when policies and procedures are updated and changed.

I understand that The State Board of Nursing requires background checks (except in CT) on application for licensure. If there are any irregularities appearing on the background check, the Board may deny approval to test.

I understand that Clinical affiliates may require state and/or federal background checks, drug tests, additional immunizations, and TB screenings. Failure to comply will prevent the student from participating in the clinical experience.

Date: _____

Print Name: _____ **Signature:** _____

******This copy is placed in the student's academic file**

TESTING SECURITY POLICY ACKNOWLEDGEMENT STATEMENT

Any conduct that is in violation of the Testing Security policy may lead to immediate dismissal from the testing area and/or cancellation of the examinee's score. Disciplinary action could include program dismissal or disqualification from entrance to the program.

I have received and reviewed the Testing Security Policy and agree to comply with the policy as stated.

Date

Examinee Signature

Print Name

I have reviewed the Testing Security Policy with the examinee.

Date

Reviewer's Signature

Title of Reviewer

******This copy is placed in the student's academic file**

ADDENDUM – Attendance Policy: Connecticut

I. Classroom/Laboratory Overview

- A. Attendance is taken at the beginning of each scheduled period. Instructors may call an additional attendance at or near the end of any period at his or her discretion.
- B. Students are marked present or absent in minutes for the actual time spent in class.
- C. The door to the classroom will be closed at the start of each class.
- D. Students who leave prior to the conclusion of a class or for an extended period of time during a class may be marked absent for the time spent out of the classroom.
- E. Students who appear to be asleep may be marked absent for that class hour.
- F. Students who arrive late for the start of class and find the door closed will be required to stamp and sign a card at the designated nursing time clock. The card must be submitted to the instructor as the student enters the class. The student will receive credit for the actual time spent in the class. Students who fail to submit the required time card upon entering the room will not receive any attendance credit for that period.

Classroom/Lab Hours

Attendance is mandatory. Dismissal from the didactic courses in that term will occur when the allowable absences are exceeded.

Day Program

Term I

- Total hours of absence allowed: 17 hours (1020 minutes)

Term II

- Total hours of absence allowed: 12 hours (720 minutes)

Term III

- Total hours of absence allowed: 12 hours (720 minutes)

Term IV

- Total hours of absence allowed: 9 hours (540 minutes)

Evening Program

Term I

- Total hours of absence allowed: 15 hours (900 minutes)

Term II

- Total hours of absence allowed: 15 hours (900 minutes)

Term III

- Total hours of absence allowed: 10 hours (600 minutes)

Term IV

- Total hours of absence allowed: 10 hours (600 minutes)

II. Clinical Overview

- A. Students will be marked absent when they fail to attend any clinical rotation as scheduled.
- B. Students must arrive on time or early to clinical rotation assignments.

Clinical Tardiness

- A. Students arriving one (1) to fifteen (15) minutes late will be allowed to remain at the clinical site with the loss of their missed time as absent. Students arriving more than fifteen minutes late will be sent home and marked absent for the day.
- B. In the event of illness/emergency, and at the instructor's discretion, a student may need to leave a clinical site early.
 1. Day Division: $\frac{1}{2}$ day is defined as attending clinical until 11:30 am or later.
 2. Evening Division: $\frac{1}{2}$ day is defined as attending clinical until 7:30pm or later.

Clinical Hours

Attendance is mandatory. Dismissal from the clinical portion of that term will occur when the allowable absences are exceeded.

Day Clinical (9 hours per day)

- 1 day per term
- 1.5 float days/program*

Evening Clinical (5.25 hours per day)

- 2 evenings per term
- 1.5 float evenings/program*

Accessing the Connecticut Hospital Association's (CHA) Health and Safety Training Course

In order to attend clinical rotations at any facility in the State of Connecticut, the facilities mandate the Health and Safety Training Course be completed and successfully passed with a grade of 87%. Students entering the program must have the post-test completed and submitted on the first day of class. The Health and Safety Training Course and the post-test can take several hours to complete, so please take your time and plan accordingly.

Follow the steps below to successfully complete this assignment:

1. Go to the Connecticut Hospital Association's website: <http://cthosp.org>
2. You may need to disable "pop-up blockers" before proceeding.
3. Click on the tab labeled "Education" located in the blue bar on top of the web page.
4. A drop-down box will open. Click on the "CT Health & Safety Training Course" option.
5. At the bottom of the introduction page, click the link to open the 24-page document.
6. Read the entire document. There are a total of 8 modules to complete.
7. Click on the "CT Health & Safety Course Test". Answer the 23 questions on the provided answer sheet.
8. Submit the completed test to your Fundamentals of Nursing instructor on the first day of class at 8:00 a.m. or 5:00 p.m. Remember to put your name on the answer sheet before handing it in.

Reminder: A grade of 87% needs to be achieved in order to attend clinical at any clinical facility. If a student has not earned an 87% prior to the start of clinical, (s)he will be marked absent each missed day until the 87% has been earned.

Smith, Helen

From: Vicki Kane <Vicki.Kane@yti.edu >
Sent: Saturday, July 24, 2021 12:54 PM
To: Smith, Helen
Subject: Porter and Chester Institute-Appointment of Interim Practical Nursing Director
Attachments: PCI appointment letter_SGreifzu.pdf; CV.7.15.2021_SGreifzu.docx

EXTERNAL EMAIL: 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.

Ms. Smith-

Please be advised that Porter and Chester Institute has appointed Sherry Greifzu, RN, MSN, to the position of Interim Practical Nursing Director. Ms. Greifzu has worked with PCI in the past as a clinical consultant and it is our goal to provide consistency and stabilization to the program by selecting an interim director with knowledge of the program curriculum, students, and faculty, and Ms. Greifzu, we feel, meets that criteria and meets the requirements set forth by the board. Ms. Nancy Brunet will serve as the Assistant Nursing Director to further support a smooth transition for our students in the practical nursing program.

Attached is Ms. Greifzu's appointment letter, signed job profile, and CV. All transcripts have been request by Ms. Greifzu to be sent to your attention directly from the applicable college/university.

Porter and Chester Institute has also established a PN helpline to ensure that all practical nursing students have an easily accessible method to get answers to their questions and to provide any additional support necessary to better serve the PN students who have been so heavily impacted by Covid-19 and the clinical delays created by the pandemic. To date we have received outreach from five students in our PN program and their questions/concerns were addressed immediately.

Please contact me if any further documentation is required.

Respectfully,

Vicki Kane, Ed.D.
Vice President of Academics
YTI Career Institute/Porter and Chester Institute
Direct: 814.656.8578
vicki.kane@yti.edu
www.yti.edu
www.porterchester.edu

CONFIDENTIAL MATERIAL: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited. BINDING AGREEMENTS: No employee or agent is authorized to conclude any binding agreement on behalf of YTI Career Institute with another party by email without express written confirmation by an approved officer of YTI Career Institute. WARNING: Computer viruses can be transmitted via email. The recipient should check this email and any attachments for the presence of viruses. YTI Career Institute accepts no liability for any damage caused by any virus transmitted by this email.

Thank you. Employers interested in hiring our skilled graduates click www.yti.edu/employers or to learn more about preparing for an exciting career visit www.yti.edu.



07/22/2021

Ms. Helen Smith:

On Thursday, July 22, 2021, Porter and Chester Institute appointed Sherry Greifzu, RN, MSN, AOCN, NEA-BC, as the interim nursing director for the school's practical nursing program. Ms. Greifzu will serve as the Nursing Director until which time a permanent candidate is appointed.

During this appointment Ms. Greifzu will function solely as the Nursing Director to provide oversight of the day-to-day operations of the program. This oversight includes, but is not limited to, the selection of qualified faculty, development of existing faculty, and the assessment and implementation of policy and processes resulting in favorable learning outcomes for the students enrolled in Porter and Chester's practical nursing program.

Ms. Greifzu is familiar with the practical nursing curriculum and has worked with Porter and Chester Institute on a consulting basis since March 2020. Therefore, the school anticipates a smooth and non-disruptive transition as Ms. Greifzu assumes the responsibilities of this role.

If you have any questions, please contact me at vicki.kane@yti.edu.

Respectfully,

A handwritten signature in black ink, appearing to read 'V. Kane'.

Vicki Kane, Ed.D
Vice President of Academics

POSITION PROFILE

Title: Acting Director of Practical Nursing

Department: Education

FLSA: Exempt

Reports To: VP of Academics

Employee Type: Fulltime

Manages Others: Yes

Work Schedule: Minimum 40 hours per week; Must be flexible due to person requests billing; additional hours as needed. Must be able to adjust to short deadlines and pressure situations when necessary. Some even-odd hours for mornings rec'd

CREDENTIALS SUMMARY

Education: Master's in Nursing (MSN) required

Credentials: Current, valid Connecticut RN license needed

Experience: Minimum 3 years' clinical work experience as a Registered Nurse. Minimum 3 years' teaching experience in a nursing education program. Administrative experience required

SKILLS SUMMARY

- Excellent interpersonal and communication skills
- Strong oral, written and presentation skills
- Collaboration: mature leadership skills and ability to work in a matrix environment
- Ability to convey the institution's mission, vision and values
- Proven track record in course curriculum development
- Comfortable around computers and various computer systems and software; proficiency in Microsoft Office
- Ability to partner with key stakeholders in developing relevant learning objectives of operational supports
- Research, interpret and analyze data for achieving excellence in an educational setting
- Proven track record of project completion, multi-tasking and the ability to handle fast paced environment with significant on-site demands
- The ability to keep information confidential

POSITION SUMMARY

Primary Duties: In conjunction with the CDOE, Curriculum Committee, and Program Coordinators, organize and deliver curriculum in a manner that ensures quality classroom instruction. Participate in the delivery of the program, monitor students learning needs and outcomes, and assist in the adaptation of course materials to the needs and needs of individual students which will ultimately allow students to develop employable skills leading them to jobs that are consistent with their student ability and employer expectations

Responsibilities:

- With input from program coordinators, faculty, students, graduates and employers, plan, implement, coordinate and evaluate all aspects of the Practical Nursing program
- Oversee operation of the Practical Nursing (PN) program at all campuses that offer the Practical Nursing program- Monitor admission processes, including admissions criteria, admissions testing, the nursing interview process, and the acceptance process
- Develop, implement and maintain nursing program specific policies and procedures
- Advise, guide and monitor faculty implementation
- Supervise and evaluate all PN Program Coordinators, with input from the Campus Director of Operations and Education (CDOE)
- Act as a liaison with CT Board of Examiners of Nursing and the Department of Public Health
- Working with the program coordinators, monitor and maintain knowledge of all requirements and procedures for state licensing, registration, or certification, required and optional national certifications and other industry recognized credentials
- Manage development of curriculum on the Canvas (LMS) platform, including coordination of faculty improvement/change
- Coordinate with the registrar on the appropriate scheduling systems of courses
- Approve candidates for faculty appointments, promotions, and terminations
- Assist in the development of programmatic annual budgets for the institution and individual campuses
- Manage all programmatic accreditation processes or licensing board processes and assist with institutional accreditation activities
- Working with the program coordinators assist in developing clinical affiliations (sites and contracts) for all locations according to the needs of the curriculum
- Monitor learning outcomes and NCELEX pass rates to assess instructional effectiveness
- Attend annual Professional Advisory Committee (PAC) meetings
- Chair the Practical Nursing Curriculum Committee
- Chair the Nursing Program Coordinator meetings
- Perform any other duties as assigned

REQUIREMENTS

As this position may require up to 100% remote work, the candidate must:

- Have a broadband internet connection with speeds of at least 20 Mbps downstream and 5Mbps upstream. For most applications this is the "basic" or "essential" plan. You should check with your provider and confirm your speed, as long as the number is high as "up" you should be fine. You can verify a test of www.speedtest.net and confirm the speed shown on the test is higher than 25 Mbps.
- Be prepared to troubleshoot and support your own (home) network/WiFi
- Follow all company IT policies, with special attention to the care of the company laptop or tablet. The company laptop or tablet is for business use only, by the employee themselves only.
- Connect only company-approved peripherals such as keyboards and mice. Personal printers are NOT supported.

PERFORMANCE OBJECTIVES

Performance is based on the employee's ability to:

- Design program such that 80% NCELEX pass rate is maintained
- Develop and maintain functional curriculum on the LMS platform
- Develop and maintain effective team performance of Nursing Education Supervisors and faculty

PHYSICAL REQUIREMENTS

This position requires the following physical activities: Being for extensive period of time, Daily use of computer, phone, and other office equipment. Lifting (max about 10 pounds over head). Consistent ability to communicate effectively

The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.

I have read and understand the responsibilities listed above and I accept these as the duties required for the position of Acting Director of Practical Nursing.

SIGNATURE: *[Handwritten Signature]* DATE: 7-22-21

Sherry P. Greifzu, RN, MSN, AOCN, NEA-BC

35 Hunters Mountain Rd

Oxford, CT 06478

203-676-1281

sherry.greifzu@gmail.com

EDUCATION

MSN – Southern CT State University- 1996

BSN- Southern CT State University-1992

RN Diploma – Hospital St Raphael, New Haven, CT- 1975

EXPERIENCE

**3/2020 to
Present**

Porter Chester Institute

Clinical Consultant, Licensed Practical Nurse Program

Works with the Leadership staff to perform program assessment, identifying the gaps in curriculum development and clinical practice adherence to CT state regulations and assisted with the program's new initiatives of mock surveys and clinical evaluation. Worked with the staff to develop pre and post conference templates to support critical thinking and clinical decision making for the PN students' clinical experience, as well as supporting the faculty development.

- Created assessments and Competency checklists and tools for faculty and students for clinical assessments
- Instituted mock surveys for all clinical sites

**11/2016 to
Present**

University of Vermont

College of Nursing and Allied Health and Sciences - Advisory Board Member

**1/2010 to
Present**

Franklin Pierce University Lebanon NH

Adjunct Faculty: RN to BSN Program, Graduate MSN Program

Adjunct faculty for the Nursing program in core courses of Education, Research, Quality Improvement, Microsystems, Leadership, and Curriculum Development for nurses obtaining their Bachelor's and Master's Degree in Nursing. Proficient in Campus Web and e-college for online courses. Revised the graduate nursing curriculum to match the AACN Essential criteria for the program accreditation. Completed cross walk curriculum objectives and content for graduate nursing courses to meet AACN Essential criteria for accreditation for the Graduate Nursing Program. (June 2018)

**5/2021 -
Present**

Yale New Haven Health, New Haven, CT

Per Diem, Clinical Resource RN, Radiation Oncology

Functions as a remote resource nurse and mentor, to clinical manager regarding Radiation Oncology Nursing issues.

**9/2019 to
4/2021**

Yale New Haven Health, New Haven, CT

Patient Services Manager, Radiation Oncology

Provide direct oversight of nursing and patient care for the Radiation Oncology Service line at Yale New Haven Health System. Responsible for assuring the nursing education and patient care quality outcomes for all of the five Yale Satellite Radiation Oncology Centers. While working with department managers, determine the education and quality metrics for the department. Responsible for the staff hiring and financial budgets for all the satellite areas. Collaborate with the physicians to create nursing and physician clinic workflow. Created case

study forums and monthly Radiation Oncology Nursing education series for staff development and learning. Created Continuity of Care metrics for the Nursing patient care.

Provided a clinical site for BSN students in CT for their 4th year capstone experience.

Supported the department in successful JCO accreditation, and State Accreditation. Supported the Hospital in a successful third Magnet accreditation.

Member:

Smilow Quality and Safety Committee
Hospital Covid-19 Transformation Committee
Disaster Relief Committee
Nursing Financial Reimbursement Committee

**5/2017 to
9/2019**

**Connecticut Children's Medical Center, Hartford, CT
Nursing Director, Ambulatory Services**

Provide direct oversight of clinical operations for all of ambulatory service specialties, (23) at all satellites and hospital clinics in regional area, CT, MA. (Neurology, neurosurgery, orthopedics, gait, and motion clinic, included) Responsible for the education and quality outcomes of the clinic and staff as well as assuring workflow and financial efficiency. Project Management Lead and co-lead for Various Hospital wide Initiatives; Quality, Practice, Education, Behavioral Health and Service line development. Responsible for the hiring and performance management of clinical staff nurses and nurse managers in Multispecialty Ambulatory Services, Hematology and Oncology, Medical and Surgical Clinics. Responsible for the adherence of all nursing clinical standards, for practice and education in Oncology and other Medical/surgical services. Responsible for creating an acute care group representative for the CT Home Care Association. Clinical Nursing Director for One Call, the organization's Health Care Network referral system. The ambulatory clinic staff comprise of 85 nursing staff, 6 nurse managers, which are direct reports, and 7 nursing staff in Urology, Nephrology and Dialysis areas. Partnering with physicians to achieve patient outcomes in clinical quality as well as patient satisfaction. Produced documentation and prepared Ambulatory staff for First successful Magnet designation this year.

Submitted abstract with acceptance for Patient Improvement Initiatives to the Children's Hospital Association's annual conference. Submitted poster session on Behavioral Health Response Team initiative, to annual Nurse Manager's conference this year.

Member:

- Quality and Safety Committee
- Clinical Nursing Research Committee
- Chemotherapy Safety Committee
- Suicide Prevention Committee
- CLABSI improvement initiative- Director and co- clinical lead for quality tool development for standardization of CVL procedures and practice
- Behavior Health Response Planning Committee
- Behavioral Health Committee- Team leader and clinical support for developing Screening tool for patients at risk for aggressive behavior
- EMT Incident Command Committee, Planning Chief

1/2012 to
9/2017

**Dartmouth Hitchcock Medical Center
Per Diem - Project Assistant**

- Provided quality improvement and clinical consultation to the Providers and clinicians of the Bone Marrow Transplant service for the Successful 2014 FACT Survey (2015)
- Assisted with the re-launch and upgrade of Clinical Practice Guidelines
- Assisted with the education of Oncology Nurses for the Chemotherapy/Biotherapy certification. Provided consultation and writing support for the Magnet Accreditation Process.
- Worked with the Surveillance Team with the development of quality process initiatives and education competency for the Nursing Staff and Physicians for Oxygen Saturation Surveillance Monitoring.

10/2012 to
5/2015

**Novocure Corporation, Portsmouth, NH
Clinical Science Liaison, Medical Affairs**

Provided company sponsored Clinical Trial and IST support, medical information and education to Physicians and staff in Cancer Centers in the Northeast caring for patients with CNS and solid tumors. Assisted Oncology physicians with the development of bench research trials within the realm of Neurological cancers and solid tumors. Field trainer and Educator in Neuro-oncology for employees during orientation. Assisted with the learning module development for the orientation and ongoing staff development for the Company. Poster accepted for presentation at ONS 2015, " *Correlation of Compliance with Improved Efficacy in Tumor Treating Fields*" also accepted at the AANN 2016 conference.

1/2012 to
10/2012

**Mount Sinai Medical Center, NY, NY
Director, Oncology and Medicine Inpatient Services-
Interim Director, Nursing Quality**

- Provide administrative oversight for Clinical Nurse managers and staff for inpatient Oncology and Medicine services, including Clinical Research Center, Bone Marrow Transplant, Palliative care, MICU and RICU, and APRN staff. Responsible for quality metrics and patient outcomes. financial planning, capital budget and supply management, and service line development. Collaborated with physician teams for organizational goal attainment.

Administrative Participant in Successful FACT Survey for 2012

Co-developed protocols for Oncology service line, (anaphylaxis, hypersensitivity protocol for Radiation therapy and Medical Oncology, Carboplatin protocol)

Member of Sepsis Task force, Readmission Committee, Falls Committee.

Participated in restructuring the nursing orientation program and preceptor program.

Spearheaded the Department's APRN orientation and annual competency program. Guided the Nursing Oncology orientation program and competencies.

Realized growth in HCAHPS scores in the first 6 months. Participated in the initiation of Relationship Centered Care Model of Nursing for all departments.

Responsible for oversight and direction of nursing quality metrics, collaborating with organization's quality initiatives.

Member:

Hospital Performance Improvement Committee

Co Chair Medicine QI Committee

Oncology Chemotherapy Committee

Oncology Administrative Committee

Patient Satisfaction Committee

Heart Failure Committee

Sepsis Early Recognition Initiative

Nursing Informatics Committee

- Hospital Informatics Committee-supports the EHR upgrades and clinical rebuilds
- Clinical Ambulatory Lead for IT Downtime assessment tool development and standardization for all network clinics
- Lead Clinical Support for Health Network expansion, planning for nursing clinical support of specialty clinics
- Director and Lead for clinical expansion for newly built Infusion Center, serving the state and many disciplines
- Director and Clinical lead for planning for the new Ambulatory Pediatric Dialysis Center
- Provides oversight for competency development and education for RN and MA staff.
- Hospital Clinical and Administrative lead for evaluating and assessing the Home Care initiative feasibility for Community Home Health Care for pediatric patients.
- Nursing Leader for Ambulatory clinical staff preparation for Magnet Survey (2/11/19)
- Member of Physician Clinical Leadership Committee
- Member of CCSG Board of Directors Group
- Co-lead for Upper Age Transition Care committee

**3/2017 to
1/2021**

**Post University, Waterbury, CT
Adjunct Faculty, RN to BSN Program**

Teaching Leadership, Research, and Evidence Based Practice, Oncology and Death and Dying Courses. Proficient in Blackboard online platform.

**9/2016 to
5/2017**

**Porter Medical Center, Middlebury, VT
Board of Directors: Member**

**4/2015 to
5/2017**

**Addison County, Home Health and Hospice
CEO and Director of Clinical Services, Middlebury, VT**

Provides direct oversight and supervision for all departments including clinical services, (Physical Therapy, OT, SLP, MCH, and Social work services), Case Management, the Hospice program, LNA home care services, and the Medicare Waiver Program. Oversees the Quality Improvement Program, Education and Orientation of staff and implementation of the Electronic Medical Record. Collaborates with Finance and reimbursement for achieving the goals and standards of CMS and Hospice Care. Assists in the development and revision of Policies and Procedures to meet the CMS and other regulatory and clinical practice standards. Acted as a liaison to the community physicians and referral centers to aid in ease of transition of care from acute to Hospice and Home Care. Works with the State of VT and national regulatory agencies in meeting scope of practice and regulatory guidelines. Member of the Vermont Medicaid Advisory Board and the VT state Opioid Task Force. Works with the Board of Directors in supporting the mission and vision of the organization and the development of the strategic plan. Provides mentoring and support to the Executive leadership and Management teams in building a culture of quality outcomes, compliance, safety, and ethical performance.

Revised processes and work flow for intake and referrals to streamline efficiency and productivity. Certified management staff in regulatory admission process, taking the organization from a deficit to a positive state, (a deficit of 500,000, to a profit of 800,000 within two years).

Hospital Readmission Committee

1/2009- Dartmouth Hitchcock Medical Center

Director of Nursing Practice and Education

1/2012 Responsibilities- Provided over-sight for Nursing Standards development and evidence-based practice for all of nursing practice specialties, inpatient and outpatient services. Supported the staff and Operations of Nursing Research, Education, Practice, Nursing Informatics, Quality and Magnet preparation. Assisted in the development of new service lines for Skin and Wound Care Team and Anticoagulation Services. Assisted the organization in meeting quality and regulatory requirements for nursing practice and education. Participated and supported the Quality and Patient Safety Department with patient care and nursing quality standards intervention. Worked with the clinical transformation team, physicians, and the multidisciplinary staff with the development of order sets and standards development and implementation into the new electronic medical record. Assisted in the development of education programs for the nursing staff.

Accomplishments as Director of Nursing Practice and Administration:

- Assisted in the Creation of Quality measures and processes for evaluating and sustaining the required documentation for the electronic medical record with CPM
- Co chaired the development of a new Service Line for Skin and Wound Care
- Assisted in the Expansion of the Anticoagulation Service Line
- Worked with Content experts to Create a Standardized Methodology Process (Tool Kits) for Implementing new and required education and practice standards for Care Plan Documentation (CPG's)
- Assisted in the development of the education template and accountability process for incorporating the new electronic medical record documentation into nursing practice
- Assisted in the Revision of Nursing Orientation to incorporate the electronic medical record
- Lead the Development of Nurse initiated Per Protocol order Sets for the electronic record (Medicine and Oncology) Working with IT and Medicine
- Assisted in the Development of documentation policies that support the utilization of the electronic medical record
- Assisted the Anesthesia Dept. in the revision of the Moderate Sedation Nurse Credentialing program
- Responsible for supporting leadership and nursing staff in maintaining the Nursing Scope of Practice throughout the organization
- Worked closely with the NH Board of Nursing to incorporate ANA standards at DH

Committee Membership:

Member of the Pharmacy Therapeutics Chemotherapy Sub Committee
Co-Chair of the Pharmacy Nurse committee
Member of the Medication Safety Committee
Member Hospital Quality and Safety Committee
Member Quality and Safety Joint Commission Preparedness Committee
Chair of the Nursing Policy Oversight Committee
Member Electronic Order Set Committee
Member EPIC Beacon Oncology Software Planning Committee
Practice Chair of Shared Governance Committee

Member Shared Governance Executive Committee

Dartmouth Hitchcock Medical Center

Oncology Clinical Nurse Specialist

Responsibilities- Member of the Dartmouth/DHMC IRB. Worked with the Cancer Center Team in supporting the Physicians and Cancer Center's initiatives. Active participant at Tumor Boards, Provided oncology education to staff nurses for the Norris Cotton Cancer Center (Inpatient and Outpatient, BMT Centers). Conducted Patient rounds, and Participated in QI initiatives as well as implementation of Standards of Care. Developed OCN Certification Review Course for staff. Presented in and assisted with the coordination of the Oncology Mini course. Co-ordinated and presented ongoing education for the nursing staff for Oncology certification. Conducted patient physical assessments and care as well as be a resource to other departments in the hospital, assisting them with problem solving for oncology patients with various diagnoses: Renal Cancer, BMT, Hematology, GI, Breast, Lung, Neurology, Melanoma, and Lymphoma. Also assisted with the orientation and clinical practicums for RN students, LPN and LNA students.

Accomplishments as an Oncology CNS:

- Developed a Chemotherapy Time Out process to improve Chemotherapy Safety Administration and decrease near misses and errors (Presented a Poster Session at ONS Congress 2010)
- Developed an OCN Review Course for nurses seeking certification. (Open to all nurses in VT, NH, ME, NY, MA)
- Achieved Staff Nurse OCN Certification at DHMC - 60%
- Faculty member for the development and revision of the Oncology Mini Course, a Core curriculum for oncology nurse education, (Four day course with many APRN Faculty)
- Assisted in the Development of Evidence Based Policies and Procedures for standards of practice for Nurses and Physicians for Chemotherapy Ordering and Administration
- Co lead with the Institution of a Fall Prevention Program to decrease inpatient falls for oncology patients
- Worked with physicians to decrease length of stay for Oncology patients using retrospective data to revise treatment times and discharge planning.
- Certified staff nurses in Chemotherapy Administration

5/06-
12/2008

Novartis Pharmaceutical Company

Senior Sales Consultant –Hematology/Oncology

Responsibilities - Provided information about FDA approved chemotherapy and biotherapy medications for Chronic Myelogenous Leukemia and Gist, MDS/MPD patients, to customers (physicians, nurses, and pharmacists) in CT, ME, NH, VT. Provided physician and nursing education to all accounts regarding differential diagnosis, co-morbidities and product use, dosing and side effect management. Recognized for 'Best Practice with Team Work" in 2007 in Manchester territory Team member for review of Oral Therapy Compliance Program. Trained education facilitator for Nursing Program, Healing Conversations

Accomplishments:

- Developed and presented Oncology Review course for various Private Practice Nurses for OCN Certification (Bennington, VT, Plattsburg, NY,

Albany, NY, Rutland, VT, Portland ME, Keene, NH, Dartmouth Med Center, Lebanon, NH)

- Developed Round Table Nursing Education Programs for presentation of all Novartis Products (Hematology/Oncology) for Chemotherapy and Biotherapy

9/05-5/06

**Maria College – Albany, NY
Adjunct Faculty Nursing Program**

Responsibilities - Clinical Instructor for freshman nursing students. Responsible for 30 students in lab lecture, teaching physical assessment, clinical skills and procedures. Responsible for eight students throughout the year working in an acute care hospital setting, (medical oncology) consisting of assessment, physical care, medication administration and care plan evaluation.

3/99-5/06

**Schering Plough Corporation
Patient Care Clinical Consultant/Sales**

Responsibilities - Provided Clinical Consultation for medical management and side effect support regarding the oncology biotech medications for CT and NY territory. Provided education to healthcare providers and the community on a variety of medical and nursing topics related to cancer diagnoses and hepatitis. Assisted hospitals and community practices in administration and treatment management of chemotherapy and biotherapy. Functioned as an Educator, Clinical Nurse Specialist, and Treatment Consultant. Provided oncology education to territory team members

Accomplishments as a Nurse Consultant:

- Authored a side effect teaching module for nurses who care for patients receiving biotherapy (Chapters included: Pain management, Depression, Herbal Toxicity)
- Authored a hepatitis C patient teaching book. Flip chart contained the nurse view and the patient view.
- Authored Training modules for the sales force on Brain Cancer, Radiation Therapy, Overview of Chemotherapy
- Presented at the national sales meeting in 2006, a podium session on “The Mechanisms of Action of the Interferon Cascade”
- Winner of National Nightingale Nursing Award in 2002 for professional accomplishment, team support and clinical expertise
- 2006- ONS Presentation “ FDA and OIG: How it impacts the Pharmaceutical Industry”
- Participated in corporate training department for oncology education rotation for new hires for chemotherapy and lung cancer sessions
- Preceptor for newly hired Clinical Consultants

8/96 -3/99

**William W. Backus Hospital Norwich, CT
Administrative Director, Oncology Services**

Responsibilities - Overall responsibility for administrative and financial functions of the building of the Cancer Center including the Yale University affiliated Radiation Cancer Center. Assisted in the Development of the Oncology Service Lines for the community, (Pain Clinic, Tumor Registry, and the Oncology Nursing Services including the Core Course for Nursing Certification). Member of the IRB and worked closely with the Research Committee involving Oncology Phase 3 Clinical Trials. Coordinated oncology community outreach services and education programs for the organization. Began the preparation for Accreditation

from The American College of Surgeons. Administrative member of JCAHO Preparation Team for hospital accreditation. Worked with Information Systems to create and design reports for cancer center data for systems operations for radiation and medical oncology.

Accomplishments:

- Assisted in the development of contracts for Radiation Oncology Physicians and staff
- Created Budgets for all departments within the service line
- Created Staffing Patterns for each department in the Service Line
- Developed Job Briefs for all personnel
- Developed a Pain Service which resulted in expansion and ROI net revenue > 1 Million (Business Plan RFP development) in the first year
- Created the Oncology Core Course education for clinical staff
- Assisted the organization in the successful Joint Commission survey
- Assisted in the development of evidenced based Policies and Procedures related to the cancer center
- Participated in Research and clinical trials
- Incorporated oncology standards of care for the oncology service line
- Presented at the National Meeting of Medical Administrators on "Developing a Pain Service"
- Hosted Memorial Sloan Kettering to view the Cancer Center Software integration for Radiation Oncology

- 8/88-4/04 RN Magazine Medical Economics Montvale, New Jersey**
Member, Editorial Board and Contributing Editor
Responsibilities - Reviewed and published various articles on cancer-related topics for this 300,000 circulation refereed nursing journal.
- 12/84-8/96 Hospital of Saint Raphael New Haven, CT**
Patient Care Manager, Inpatient Medical Oncology Unit
Responsibilities - Overall direction and supervision of a 26-bed unit and 45 nursing personnel. Assisted with the development of the cancer center as a participant on the planning task force, involving education, clinical research and quality improvement. Assisted in the development of the Core Oncology Course, participated in cancer nursing and chemotherapy education programs. Member of the Practice and Policy and Procedure committees, IRB and Cancer Committee.
Worked with administration for the JCAHO Accreditation Process.
- 4/79-12/84 Fox Chase Cancer Center Philadelphia, PA**
Nutrition Support Nurse
Staff Nurse, Medical and Surgical Oncology
Responsibilities - Performed patient care and clinical research trials involving various types of cancers. Worked with the Department of Nutrition Support in assessing and overseeing the nutritional needs of patients undergoing therapy for their cancers. Educated the staff and the community on specific needs of the cancer patients as well as specific topics on cancer therapy. Participated in Phase II and III clinical trials.

1975- 1979 VA Medical Center, West Haven CT

Staff nurse, working on the medical oncology unit. Performed nursing assessments, patient care, and administered chemotherapy and followed the plan of care for the patients on this 32-bed unit.

AWARDS

1988-American Cancer Society "Robert Zane's Excellent Patient Care Award"
1990-Oncology Nursing Society Undergraduate Scholarship
1992-American Cancer Society Graduate Scholarship, One of 20 nationwide received full funds for graduate study.
2000- President's Award Hudson Valley District- Schering Plough Corporation
2002-Nightengale Award – Schering Plough Corporation
2008- Novartis Territory Excellence Team Work Award- New England
2019- Connecticut Children's Medical Center- "Star of the Week" Leadership recognition for being a positive leader, and for accomplished work for new satellite multidisciplinary start up clinic. (March 2019).

PROFESSIONAL ORGANIZATIONS

Oncology Nursing Society
National Association for Home Care and Hospice
AONE
Sigma Theta Tau Nursing 2021

CERTIFICATIONS

OCN 2001,1997,1993,1989
AOCN 2001, 2005, 2009,2013, (2017-2021).
NEA-BC 2018 to 2023

Certified Trainer

Oncology Nursing Society- Chemotherapy and Bio-Therapy Course 2009- 2015

PUBLICATIONS

Greifzu, Sherry. (1980). "Multiple Myeloma" in Diseases, Springhouse Corp., Philadelphia.

Greifzu, Sherry. (1985). "Lung Cancer" in Neoplastic Diseases, Springhouse Corp., Philadelphia.

Greifzu, Sherry. (1986). Colorectal cancer, when a polyp is more than a polyp", RN Magazine, 49 (10), 26.

Greifzu, Sherry. (1986). "Breast cancer. The risks and the options", RN Magazine, 49 (10), 26.

Greifzu, S., Crebase, C., and Winnick, B. (1990). "Lung cancer: by the time it's detected, it may be too late", RN Magazine, 58 (3), 52.

Greifzu, Radjeski, D., and Winnick, B. (1990). "Oral care is part of cancer care" RN Magazine, 54 (7), 24.

Greifzu, Sherry. (1991). "Helping cancer patients fight infection" RN Magazine, 54 (7), 24.

Greifzu, Sherry, and Dest, Vanna. (1991). "When the diagnosis is pancreatic cancer", RN Magazine, 54 (9), 38.

Greifzu, Sherry, and Dest, Vanna. (1991). "RN master care plan- the patient with pancreatic cancer", RN Magazine, 54 (9), 43.

Greifzu,S.,and Walters,P. (1995). "Chemo- A Nurses Guide" RN Magazine, 1-17.

Greifzu, Sherry, and Tiedemann, D. (1995). "Prostate cancer, the pros and cons of treatment" RN Magazine, 58(6), 22-26.

Greifzu, Sherry. (1996). "Chemo quick guide: new agents", RN, 59 (8), 29-31.

Greifzu, Sherry. (1996). "Grieving families need your help", RN, 58 (9), 22-27.

Greifzu, Sherry. (1998). "Fighting cancer fatigue" RN, 61 (8), 41-43.

Greifzu, Sherry. (2003). "Caring for the chronically, critically ill patient" RN

Greifzu, Sherry. (2004). "Breast cancer, women's health" RN 67 (2), 36-42.

UNPUBLISHED THESIS:

Greifzu, Sherry. (1995). The Relationship of Job Satisfaction to the Construct Hardiness

PRESENTATIONS- ONS Congress

2006- (April) Navigating the Compliance Changes with Pharma Guidelines

2010- (April) Poster Session, May 2010 Congress "Incorporating a Chemotherapy Time Out Process"

2014- Accepted Poster for 2015 Congress-Correlation of Compliance with Improved Efficacy in Tumor Treating Fields

PRESENTATIONS- AANN Congress- 2016

2015- Accepted Poster for 2016 AANN Congress- Correlation of Compliance with Improved Efficacy in Tumor Treating Fields

OTHER PRESENTATIONS

2012- (Feb) "Teaching patients about medication side effects, HCAHPS requirements" Mount Sinai Medical Center

2012- (Sept) Schwartz Grand Rounds - Mount Sinai Medical Center

2012- (Nov) "New York City Chemotherapy Symposium- "Challenges of Oral Chemotherapy Adherence"

2017- Quality A-3 Development- "Standardizing the Medical Assistant Education in Training and Competency Validations: Maximizing their Scope of Practice." Connecticut Children's Medical Center, Hartford, CT (October, 2017)

2019- (Oct) "When a Headache isn't a Headache" Smilow Cancer Center Grand Rounds, New Haven, CT

2019-Nov. "Simple Question, Powerful Answer: Patient and Family Engagement in Care"
Children's Hospital Association, Phoenix, AZ,

2020- Radiation Oncology Grand Rounds "The Role of the Radiation Oncology Nurse;
Maximizing Scope of Practice" July, Smilow Cancer Center, New Haven, CT

Name of Applicant PAWLAK, SHERRY		<u>STUDENT PROGRAM</u>					
Name of School of Nursing HOSPITAL OF SAINT RAPHAEL Granted Diploma in Nursing (Yes or No) Yes		D.A.P. during student's 413 enrollment.....		Theory		Clinical Experience	
				Hours	Grade	Day	Eve. Night
		CLINICAL NURSING COURSES					
Admission Date August 28, 1972		FIRST YEAR					
		Basic Medical-Surgical Nursing I		75	C	25	
Finishing Date June 13, 1975		Basic Medical-Surgical Nursing II		75	C	36	
Length of Program 29.25 Months							
CLINICAL AFFILIATION		Length of Affil.		SECOND YEAR			
Name of Hospital	Service						
		Applied Nursing Concepts to Health and Disease I		80	C	33	
		Nursing of Children		80	D	24	6
		Maternal & Newborn Nursing		80	D	16	6
		THIRD YEAR					
Institute of Living Hartford, Conn.	Psych.	10	Psychiatric Nursing		84	B+	28
		Applied Nursing Concepts to Health and Disease II		65	C	24	
		Nursing Management In Acute Illness		135	D	44	
COLLEGE RECORD		NON-CLINICAL COURSES					
Name of College	Credits						
Southern Conn State College	3	English Composition Eng. 100		45	B		
Southern Conn State College	3	Anatomy & Physiology I Bio. 110		60	C		
Southern Conn State College	3	Chemistry Che. 111		60	C		
Southern Conn State College	3	Psychology, General Psy. 100		45	C		
Southern Conn State College	3	Introduction to Sociology Soc. 100		45	A		
Southern Conn State College	3	Anatomy & Physiology II Bio. 111		60	B		
Southern Conn State College	3	Microbiology Bio. 120		60	B		
Southern Conn State College	3	Psychology-Developmental Psy. 110		45	B		
		Introductory Theology		20	P		
		Contemporary Social Problems		20	P		
		Psychology-Abnormal		30	C		
		Trends in Professional Nursing		15	B		
		Medical-Moral Principles		15	P		
		Marriage and the Family		15	P		
	24	TOTAL		1209		230	12

June 3, 1975
Date

Margaret R. King
Signature of Director

SOUTHERN CONNECTICUT STATE UNIVERSITY
OFFICE OF THE REGISTRAR, NEW HAVEN, CT 06515

Student No: [REDACTED]

Date of Birth: 03-FEB

Date Issued: 23-JUL-2021

Page: 1

Record of: Sherry Pawlak Greifzu
Current Name: Sherry Pawlak Greifzu
Issued To: Helen Smith RN
Parchment: 35413379

Course Level: Graduate

Current Program

Program : MSN-Nursing

Major : Nursing

Maj/Concentration : Administration

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Institution Information continued:

Comments:

Univ. Of New Haven

Summer 1993-94

Accepted To Graduate Program - 11/25/92

Thesis Approved - 1/2/96

Degrees/Certificates Awarded Master of Science in Nursing
12-JAN-1996

Primary Degree

Program : MSN-Nursing

Major : Nursing

Maj/Concentration : Nursing Administration

Fall 1993

Nursing

NUR 522

Role of Nurse Administrator I 3.00 A 12.00

PCH 548

Health Services Systems 3.00 A 12.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Spring 1994

Nursing

NUR 538

Role of Nurse Administrator II 6.00 A+ 24.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Fall 1994

Nursing

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

BUE 560

Business Policy 3.00 A 12.00

NUR 590

Thesis Seminar 3.00 P 0.00

Ehrs: 6.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Fall 1994 Miscellaneous Institution

ELEC 619 P: Organ Behavior 3.00 T I

Ehrs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Spring 1995

Nursing

INSTITUTION CREDIT:

NUR 591

Thesis Guidance 3.00 P 0.00

Ehrs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Fall 1992

Graduate Non-Degree

NUR 500 Nursing Theories & Concept Mod 3.00 A- 11.10

NUR 505 Nur Leadership&Social Policy 3.00 A 12.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 23.10 GPA: 3.85

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
--	------------	---------	--------	-----

TOTAL INSTITUTION 33.00 27.00 106.20 3.93

TOTAL TRANSFER 3.00 0.00 0.00 0.00

OVERALL 36.00 27.00 106.20 3.93

***** END OF TRANSCRIPT *****

Spring 1993

Nursing

NUR 519 Research in Nursing 3.00 A- 11.10

PSY 530 Statistical Foundations 3.00 A 12.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 23.10 GPA: 3.85

***** CONTINUED ON NEXT COLUMN *****



The Family Education Rights and Privacy Act of 1974 (as amended) prohibits the release of this information without the student's written consent. An official transcript must include the signature of the registrar and the seal of the college or university. This document reports academic information only.

How to Authenticate This Official PDF Transcript

This official PDF transcript has been transmitted electronically to the recipient, and is intended solely for use by that recipient. It is not permissible to replicate this document or forward it to any person or organization other than the identified recipient. Release of this record or disclosure of its contents to any third party without written consent of the record owner is prohibited.

This official transcript has been digitally signed and therefore contains special characteristics. This document will reveal a digital certificate that has been applied to the transcript, and for optimal results, we recommend that this document is viewed with the latest version of Adobe® Acrobat or Adobe® Reader. This digital certificate will appear in a pop-up screen or status bar on the document, display a blue ribbon, and declare that the document was certified by "Parchment, Parchment" with a valid certificate issued by GlobalSign CA for Adobe®. This document certification can be validated by clicking on the Signature Properties of the document.



The Blue Ribbon Symbol: The blue ribbon is your assurance that the digital certificate is valid, the document is authentic, and the contents of the transcript have not been altered.



Invalid: If the transcript does not display a valid certification and signature message, reject this transcript immediately. An invalid digital certificate display means either the digital signature is not authentic, or the document has been altered. The digital signature can also be revoked by the transcript office if there is cause, and digital signatures can expire. A document with an invalid digital signature display should be rejected.



Author Unknown: Lastly, one other possible message, Author Unknown, can have two possible meanings: The certificate is a self-signed certificate or has been issued by an unknown or untrusted certificate authority and therefore has not been trusted, or the revocation check could not complete. If you receive this message make sure you are properly connected to the internet. If you have a connection and you still cannot validate the digital certificate on-line, reject this document.

The current version of Adobe® Reader is free of charge, and available for immediate download at <http://www.adobe.com>.

SOUTHERN CONNECTICUT STATE UNIVERSITY
OFFICE OF THE REGISTRAR, NEW HAVEN, CT 06515

Student No: [REDACTED]

Date of Birth: 03-FEB

Date Issued: 23-JUL-2021

Page: 1

Record of: Sherry Pawlak Greifzu
Current Name: Sherry Pawlak Greifzu
Issued To: Helen Smith RN
Parchment: 35413379

Course Level: Undergraduate

Current Program

Program : BS-Nursing
Major : Nursing

Maj/Concentration : Nursing-4 Year Program

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Comments:

Admitted to Evening College 7/77
Hospital of St. Raphael School
of Nursing 1972-75 R.N. Degree
Exam & Clep Credits
Did not return for Fall 1977
Waive one "L" course

PSY 100 Intro to Psychology: General 3.00 C 6.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 27.00 GPA: 2.25

Spring 1973

Nursing

BIO 111 Human Biology II 3.00 B 9.00
BIO 120 Basic Microbiology 3.00 B 9.00
PSY 110 Developmental Psychology 3.00 B 9.00
SOC 100 Introduction to Sociology 3.00 A 12.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 39.00 GPA: 3.25

Degrees/Certificates Awarded Bachelor of Science 14-AUG-1992
Primary Degree

Program : BS-Nursing
Major : Nursing

SUBJ NO. COURSE TITLE CRED GRD PTS R Spring 1976

Nursing

HIS 100 Western Civilization 3.00 B 9.00
SOC 211 Social Problems in the US 3.00 B 9.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 18.00 GPA: 3.00

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Fall 1977 Miscellaneous Institution

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	Spring 1976
ART 104	History of Western Art I	3.00 T1		I Fall 1976
ELEC 000	Elective	24.00 T1		I Nursing
ENG 214	Major Wrld Authors	3.00 T1		I GEO 100 Man and His Environment 3.00 A 12.00
MAT 103	Mathematics for Liberal Arts	3.00 T1		I PHI 100 Introduction to Philosophy 3.00 B 9.00
NUR 200	Adaptive Responses to Health	5.00 E		Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 21.00 GPA: 3.50
NUR 201	Basic Concepts of Nursing	5.00 T1		I
NUR 210	Principles of Nutrition	2.00 E		I
NUR 300	Adapt. respns. Ill	7.00 E		I Spring 1977
NUR 301	Adapt Responses to Health III	7.00 E		I Nursing
NUR 315	NUR Elective	3.00 E		I GEO 201 Physical Geography 3.00 A 12.00
Ehrs: 62.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00				SOC 315 Women's Changing Roles 3.00 W 0.00
				Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

INSTITUTION CREDIT:

Fall 1972

Nursing

BIO 110 Human Biology I 3.00 C 6.00
CHE 111 General, Organic, & Biochem 3.00 C 6.00
ENG 100 Composition 3.00 B 9.00

***** CONTINUED ON NEXT COLUMN *****

***** CONTINUED ON PAGE 2 *****



The Family Education Rights and Privacy Act of 1974 (as amended) prohibits the release of this information without the student's written consent. An official transcript must include the signature of the registrar and the seal of the college or university. This document reports academic information only.

SOUTHERN CONNECTICUT STATE UNIVERSITY
OFFICE OF THE REGISTRAR, NEW HAVEN, CT 06515

Student No: [REDACTED]

Date of Birth: 03-FEB

Date Issued: 23-JUL-2021

Record of: Sherry Pawlak Greifzu
Level: Undergraduate

Page: 2

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:				Institution Information continued:			
Spring 1978	Nursing			NUR 480	*Research Process in Nursing	3.00 A-	11.10
GEO 311	The United States and Canada	3.00 B	9.00	NUR 485	Adv Concepts of Clinical Pract	7.00 A-	25.90
HIS 110	United States I	3.00 B	9.00	Ehrs: 10.00 GPA-Hrs: 10.00 QPts: 37.00 GPA: 3.70			
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 18.00 GPA: 3.00				Spring 1992			
Fall 1989	Nursing			CHE 121	General Chemistry II	4.00 W	0.00
COM 105	Speech:Discussion & Conference	3.00 A	12.00	NUR 486	Adv Concepts of Clinic Prac II	7.00 A-	25.90
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00				Ehrs: 7.00 GPA-Hrs: 7.00 QPts: 25.90 GPA: 3.70			
Spring 1990	Nursing			Summer 1992			
ENG 101	Composition II	3.00 A-	11.10	CHE 121	General Chemistry II	4.00 A-	14.80
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 11.10 GPA: 3.70				FRE 101	French II	3.00 B	9.00
				Ehrs: 7.00 GPA-Hrs: 7.00 QPts: 23.80 GPA: 3.40			
***** TRANSCRIPT TOTALS *****							
				Earned Hrs	GPA Hrs	Points	GPA
Spring 1991	Nursing			TOTAL INSTITUTION	85.00	85.00	282.70 3.32
MAT 107	Elementary Statistics	3.00 A-	11.10	TOTAL TRANSFER	62.00	0.00	0.00 0.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 11.10 GPA: 3.70				OVERALL	147.00	85.00	282.70 3.32
***** END OF TRANSCRIPT *****							
Summer 1991	Nursing			CHE 120	General Chemistry I	4.00 A-	14.80
PHY 103	Elements:Physics for the LS	3.00 A	12.00	Ehrs: 7.00 GPA-Hrs: 7.00 QPts: 26.80 GPA: 3.82			
Fall 1991	Nursing						
***** CONTINUED ON NEXT COLUMN *****							



Alicia Carroll
REGISTRAR

The Family Education Rights and Privacy Act of 1974 (as amended) prohibits the release of this information without the student's written consent. An official transcript must include the signature of the registrar and the seal of the college or university. This document reports academic information only.

SOUTHERN CONNECTICUT STATE UNIVERSITY
Office of the Registrar
 501 Crescent Street, New Haven, Connecticut 06515
TRANSCRIPT KEY

HISTORY

Southern was founded in 1893 as the New Haven State Normal School, Southern became a four-year college with degree granting powers in 1937. Southern became the New Haven State Teachers College (1954), Southern Connecticut State College (1959), Southern Connecticut State University (1983).

ACCREDITATION

Southern Connecticut State University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.), and the Connecticut Board of Regents for Higher Education.

GRADING SYSTEM

The plus/minus letter grading system was instituted in the Spring of 1980.

Grade	Quality Points	
A+	4.0	
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	Failure-no credit
I	0.0	Incomplete
I+	0.0	Incomplete Extension
Z	0.0	Audit
W	0.0	Withdrawn
WP	0.0	Withdrawn-Passing
WF	0.0	Withdrawn-Failing
N	0.0	Never Attended
R	0.0	Grade not Reported
P	0.0	Pass
S	0.0	Pass (pass/fail option)
Q	0.0	Graduate thesis, dissertation or special project still in progress
E/EP	0.0	Waiver Exam

*=An "Asterisk" denotes a writing intensive course.

GRADE POINT AVERAGE

Grade point average is determined by dividing the total number quality points by the number of GPA hours.

Beginning Fall 2001 GPAs are truncated and not rounded.

GRADUATING HONORS

Undergraduate students graduating with a cumulative grade point average of 3.50 or higher for all course work completed at Southern and who have completed 60 credits in residence are recognized with the following designations

Average of 3.50 – 3.69	Cum Laude
Average of 3.70 – 3.89	Magna cum laude
Average of 3.90 – 4.00	Summa cum laude

COURSE LEVELS

0-499	Undergraduate Courses
500-999	Graduate Courses

REPEATING A COURSE

Repeated courses appear on the student's record although the course may be applied to graduation requirements only once. Courses subject to grade replacement are indicated in the "R" header as I=Include in GPA and Credits, A=Include in GPA only, or E=Exclude GPA and Credits.

FRESH START

Fresh Start grades are denoted with "S" in front of the letter grade. Grades of "SC" or better are counted in Earned hours but not in GPA. All other grades are not counted in Earned hours or GPA.

TRANSFER COURSES

Transfer courses are accepted for credit, but are not counted in the GPA. Transfer courses appear with a grade of T1=Transfer grade of C or better, T2=Transfer grade of C-, T3=Transfer grade of D+, D, D-, or T4=Transfer grade of F.

RELEASE OF INFORMATION

The Family Education Rights and Privacy Act of 1974 prohibits the release of this information without the student's written consent.



DR. SUSAN L. DAVIS, R.N.,
& RICHARD J. HENLEY
COLLEGE OF NURSING

Sacred Heart University

July, 8, 2021

Helen Smith, RN, MSN
Nurse Consultant/Investigator
410 Capitol Ave. MS#12 HSR
PO Box 340308
Hartford, CT 06134

Dear Ms. Smith,

Sacred Heart University wishes to petition the State Board of Nurse Examiners for a temporary 12-month waiver for Ariana Rick, RN, BSN-BC, in order to enable her to serve as clinical instructor for the Fall 2021 semester. The Board previously met and approved a 12-month waiver for Ms. Rick on 8/19/20. We propose that Ariana Rick continue to provide adult psychiatric clinical instruction at Bridgeport Hospital for junior nursing students in their NU 300: Psychiatric Mental Health Nursing course.

Ms. Rick holds a BSN degree from Fairfield and is currently completing her DNP with a specialty as a Psychiatric Nurse Practitioner at Fairfield University with an expected graduation date of May 2023. Ms. Rick currently functions as a full-time psych RN at St. Vincent's Behavioral Health Services in Westport working with children and adolescents and works on the adult unit as needed. The candidate's education, along with her clinical experience, are appropriate to support the requirements of the DHCON course NU 300: Psychiatric Mental Health Nursing.

Student feedback is favorable for Ms. Rick highlighting her passion and enthusiasm for behavioral health nursing which translated into a positive student experience and a quest to learn which is essential in this ever growing and complex specialty area. Direct quotes from students include: *"She was very positive and loved psychiatric mental health nursing, which then made me excited to learn more about it"* as well as *"I liked how she was very positive. She encouraged students and made them feel comfortable"* additionally *"she has such a passion for psych nursing, she was constantly asking us questions and giving us background information to learn from past experiences"*, and finally *"she was helpful at debriefing of the situations, and I thought it was very helpful"*.

Norman Weller MSN, RN is the course coordinator and is responsible for the coordination of the NU 300 clinical. He oriented Ms. Rick to the role of clinical instructor August 2020. While a

new orientation is not required, Mr. Weller and Ms. Rick will meet with Heather Nachillo, assistant nurse manager to ensure all safety procedures have remained the same and will be oriented to all new policy and procedures Bridgeport Hospital protocols before clinical commences.

Sacred Heart University's College of Nursing has 40 full time faculty, 2 part time faculty, approximately 55 UG adjunct clinical faculty, and 10 Graduate adjunct clinical faculty. We currently have one permanent waiver for Adetutu Olomola.

We appreciate the prompt response and support of the Department of Public Health and the State Board of Nurse Examiners. Please feel free to contact me with any further questions at ferrilloh@sacredheart.edu or 203-416-3931. Thank you in advance for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Heather Ferrillo". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Heather Ferrillo, PhD, APRN, FNP-BC, CNE
Director, First Professional Degree/Second Degree Accelerated Nursing Programs

Ariana Rick, RN-BC, BSN
7 Revere Lane
Trumbull, CT 06611
Ariana.rick@student.fairfield.edu-203-556-1142

Employment

Bridges Healthcare- Student Intern

Milford, CT
May 2021-Present

- Provided direct care in an outpatient setting to child/adolescent and adult clients.
- Worked closely with psychiatric APRN and LCSW preceptors to develop med management and therapy skills
- Attended adult IOP and other meetings as well as provided documentation in the clinical setting.

Sacred Heart University- Adjunct Mental Health Nursing Clinical Professor

Fairfield, CT
September 2020-Present

- Provided an example of safe nursing practice to undergraduate nursing students.
 - Worked closely with Bridgeport Hospital Adult Psychiatric Floor staff to ensure an enriching clinical experience for students
 - Graded curriculum-based assignments such as nursing care plans and process reports.
-

St. Vincent's Behavioral Health Services- Staff Nurse on North II (Child/Adolescent Unit)

Westport, CT
February 2017-Present

- Provided direct patient care and interaction for psychiatric patients aged 5-17, as well as when needed worked with adult psychiatric patients on dual diagnosis and adult psychiatric units.
- Lead challenging therapeutic groups to teach patients self-care, nutrition, and other topics
- Worked closely with other staff members to ensure a safe and satisfactory patient experience

Education

Fairfield University

Doctorate of Nursing Practice

Specialty: Psychiatric Mental Health Nurse Practitioner

Fairfield, CT

May 2023

Fairfield University

Bachelor of Science

Major: Nursing (Second Degree Accelerated BSN Nursing program)

GPA: 3.75, Magna Cum Laude graduate

Fairfield, CT

August 2016

Fairfield University

Bachelor of Arts

Major: Psychology

GPA: 3.76

Honors: Dean's list (7 semesters), Loyola Scholarship, Magna Cum Laude graduate**Certifications:** CPR/AED, American Red Cross, State of CT RN license (#138344)**Fairfield, CT**

May 2015

Other Experience

Fairfield University*Peer Tutor of Biological Bases of Behavior*

Fairfield, CT
January 2014-May 2015

- Provided extra support for students taking a challenging required psychology course
- Facilitated group learning and review sessions aimed to clarify difficult subject matter
- Worked closely with professor to oversee student's well-being and problem areas

Fairfield University*Teaching Internship: Biological Bases of Behavior*

Fairfield, CT
September 2014-December 2014

- Accompanied college professor of Biological Bases of Behavior in teaching the class
- Graded exams, prepared original quizzes, and created hands-on activities for students
- Implemented regular review sessions and office hours for students as well as attended meetings with professor

Additional Information

Florence Nightingale 2020 Award for Nursing Excellence Recipient**March 2020****ANCC Psychiatric and Mental Health Nurse Board Certification****October 2019-Present**

Student No: [REDACTED]

Date Issued: 14-JUN-2021
EXTL

Record of: Ariana M. Rick
[REDACTED]

Page: 1



Issued To: SACRED HEART UNIVERSITY
ELIZABETH DENNY
DAVIS & HENLEY COLL OF NURSING
5151 PARK AVE
FAIRFIELD, CT 06825

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Spring 2012				
CH 0084	General Chemistry for Health Science	3.00	A-	11.01
CH 0084L	General Chemistry for Health Science Lab	1.00	A	4.00
EN 0012	Texts and Contexts II: Writing About Literature	3.00	A-	11.01
PH 0010	Questions in Ancient and Medieval Philosophy	3.00	A-	11.01
PY 0101	General Psychology	3.00	A	12.00
SP 0211	Intermediate Spanish II	4.00	A	16.00
Ehrs: 17.00 GPA-Hrs: 17.00 QPts: 65.03 GPA: 3.83				
Good Standing				

Fall 2012				
EN 0101	Gateway/Litr & Cultrl Studies	3.00	A-	11.01
MA 0017	Intro Probability & Statistics	3.00	A	12.00
PY 0264	Developmental Psychology for Majors with Lab	4.00	B+	13.32
RS 0101E	Exploring Religion: Peoples of the Book, Sacred Texts, and Their Communities	3.00	A	12.00
SA 0012	Foundation:Drawing	3.00	A-	11.01
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 59.34 GPA: 3.71				
Good Standing				

Spring 2013				
BI 0151	Elements of Microbio(Nsmjrsonly)	4.00	B+	13.32
MA 0019	Introduction to Calculus	3.00	B+	9.99
PY 0251	Abnormal Psychology-Majors	3.00	A-	11.01
PY 0290	Drugs and Behavior	3.00	A	12.00
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 46.32 GPA: 3.56				
Good Standing				

Summer 2013				
BI 0107	Human Anatomy & Physiology	4.00	A	16.00

***** CONTINUED ON PAGE 2 *****

Course Level: Undergraduate
Matriculated: Summer 2015

Program of Study
College : School of Nursing (PT Matric)
Major : Nursing

Comments:
Rank: 88/758
August grads are not ranked

Degree Awarded: Bachelor of Arts 17-MAY-2015
College : College of Arts and Sciences
Major : Psychology
Inst. Honors: Magna Cum Laude

Degree Awarded: Bachelor of Science 30-AUG-2016
College : School of Nursing (PT Matric)
Major : Nursing
Inst. Honors: Magna Cum Laude
Sigma Theta Tau

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Fall 2011				
AY 0110	Biological Anthropology	3.00	A	12.00
BI 0170	General Biology I	4.00	B-	10.68
EN 0011	Texts and Contexts I: Writing as Craft and Inquiry	3.00	B	9.00
FE 0001	First Year Experience	0.00	S	0.00
SP 0210	Intermediate Spanish I	4.00	A	16.00
Ehrs: 14.00 GPA-Hrs: 14.00 QPts: 47.68 GPA: 3.41				
Good Standing				

***** CONTINUED ON NEXT COLUMN *****

TO VERIFY: TRANSLUCENT GLOBES MUST BE VISIBLE FROM BOTH SIDES OF TRANSCRIPT WHEN HELD TOWARD A LIGHT SOURCE

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT APPEAR ON REVERSE SIDE

AN OFFICIAL SIGNATURE IS WHITE WITH A RED BACKGROUND REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

This officially sealed and signed transcript is printed on red SCRIP-SAFE® security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied a security statement containing the institution name will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

In accordance with USC 438 (b) (4) (6) (the Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

Lynn M. Kohn, University Registrar

THIS TRANSCRIPT IS PRINTED ON RED SCRIP-SAFE® PAPER AND DOES NOT REQUIRE A RAISED SEAL

Student No: [REDACTED]

Date Issued: 14-JUN-2021
EXTL

Record of: Ariana M. Rick
Level: Undergraduate

Page: 2



TO VERIFY: TRANSLUCENT GLOBES MUST BE VISIBLE FROM BOTH SIDES OF TRANSCRIPT WHEN HELD TOWARD A LIGHT SOURCE

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT APPEAR ON REVERSE SIDE

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R	SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						Institution Information continued:					
BI 0108	Human Anatomy and Physiology	4.00	A	16.00		PY 0365L	Neuroanatomy and Behavior Lab	0.00	A	0.00	
	Ehrs: 8.00 GPA-Hrs: 8.00 QPts: 32.00				4.00	SA 0139	Watercolor	3.00	A	12.00	
Good Standing						TA 0030	Acting I	3.00	A	12.00	
Fall 2013						Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 49.69 GPA: 3.82					
HI 0010	Origins of the Modern World Since 1500	3.00	A	12.00		Good Standing					
PY 0201 Statistics for Life Sciences 4.00 A- 14.68						Summer 2015					
PY 0261 Biological Bases of Behavior 3.00 A 12.00						NS 0110 Introduction to Professional Nursing 3.00 A- 11.01					
PY 0262 Sensation and Perception 3.00 A- 11.01						NS 0112 Healthcare Delivery Systems 3.00 A- 11.01					
RS 0221 Good News of the Gospels 3.00 A 12.00						NS 0270 Health Assessment 4.00 A 16.00					
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 61.69 GPA: 3.86						NS 0272 Geriatric Nursing 4.00 A 16.00					
Good Standing						NS 0307 Fundmtls of Nursing Care 3.00 A 12.00					
Spring 2014						Ehrs: 17.00 GPA-Hrs: 17.00 QPts: 66.02 GPA: 3.88					
AE 0262 Ethics and the Community 3.00 A 12.00						Good Standing					
AH 0012 Intro to the Art History of Asia, Africa, and the Americas 3.00 A 12.00						Fall 2015					
PY 0202 Research Methods in Psychology 4.00 B+ 13.32						NS 0301 Health and Wellness 4.00 A 16.00					
PY 0221 Social Psychology 3.00 A- 11.01						NS 0303 Basic Pathophysiology and Pharmacology 3.00 A 12.00					
PY 0272 Hormones and Behavior 3.00 A 12.00						NS 0305 Mental Health Nursing 4.00 A 16.00					
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 60.33 GPA: 3.77						NS 0312 Medical Surgical Nursing I 5.00 B 15.00					
Good Standing						Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 59.00 GPA: 3.69					
Fall 2014						Good Standing					
HI 0201 Intro/ Hist of Western Science 3.00 A 12.00						Spring 2016					
PH 0270 Aesthetics 3.00 A- 11.01						NS 0310 Foundations of Research for Evidence Based Practice 3.00 A 12.00					
PY 0236 Human Neuropsychology 3.00 A 12.00						NS 0314 Maternal and Newborn Nursing 4.00 B+ 13.32					
PY 0291 Internship/Teaching of Psychology 3.00 A 12.00						NS 0321 Professional Nursing Leadership 3.00 A 12.00					
PY 0322 Health Psychology Sr Seminar 3.00 A 12.00						NS 0325 Medical Surgical Nursing II 5.00 B 15.00					
Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 59.01 GPA: 3.93						Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 52.32 GPA: 3.49					
Good Standing						Good Standing					
Spring 2015						Summer 2016					
PY 0234 Theories in Psychotherapy 3.00 A- 11.01						NS 0323 Pediatric Nursing 4.00 A- 14.68					
PY 0365 Neuroanatomy and Behavior 4.00 A- 14.68						*****					

***** CONTINUED ON NEXT COLUMN ***** CONTINUED ON PAGE 3 *****

AN OFFICIAL SIGNATURE IS WHITE WITH A RED BACKGROUND REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

This officially sealed and signed transcript is printed on red SCRIP-SAFE® security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied a security statement containing the institution name will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

In accordance with USC 438 (6) (4) (B) (the Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

Lynn M. Kohn, University Registrar

THIS TRANSCRIPT IS PRINTED ON RED SCRIP-SAFE® PAPER AND DOES NOT REQUIRE A RAISED SEAL

Student No: [REDACTED]

Date Issued: 14-JUN-2021
EXTL

Record of: Ariana M. Rick
Level: Undergraduate

Page: 3



TO VERIFY: TRANSLUCENT GLOBES MUST BE VISIBLE FROM BOTH SIDES OF TRANSCRIPT WHEN HELD TOWARD A LIGHT SOURCE

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT APPEAR ON REVERSE SIDE

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:					
NS 0330	Community, Public and Global Health Nursing	4.00	A	16.00	
NS 0332	Transition to Professional Nursing	4.00	A-	14.68	
Ehrs: 12.00 GPA-Hrs: 12.00 QPts:		45.36	GPA:	3.78	
***** TRANSCRIPT TOTALS *****					
	Earned Hrs	GPA Hrs	Points	GPA	
TOTAL INSTITUTION	188.00	188.00	703.79	3.74	
TOTAL TRANSFER	0.00	0.00	0.00	0.00	
OVERALL	188.00	188.00	703.79	3.74	
***** END OF TRANSCRIPT *****					

AN OFFICIAL SIGNATURE IS WHITE WITH A RED BACKGROUND

REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

This officially sealed and signed transcript is printed on red SCRIP-SAFE™ security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied a security statement containing the institution name will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED

In accordance with USC 438 (6) (4) (8) (the Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

Lynn M. Kohm, University Registrar

THIS TRANSCRIPT IS PRINTED ON RED SCRIP-SAFE® PAPER AND DOES NOT REQUIRE A RAISED SEAL

Student No: [REDACTED]

Date Issued: 14-JUN-2021
EXTL

Record of: Ariana M. Rick
[REDACTED]

Page: 1



Issued To: SACRED HEART UNIVERSITY
ELIZABETH DENNY
DAVIS & HENLEY COLL OF NURSING
5151 PARK AVE
FAIRFIELD, CT 06825

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Fall 2020
NURS 7608 Research Methods for Evidenced-Based Practice 3.00 A 12.00
NURS 7650 Psychopathology 3.00 A 12.00
NURS 7651 Mental Health Nursing of Children and Adolescents 2.00 A 8.00
Ehrs: 8.00 GPA-Hrs: 8.00 QPts: 32.00 GPA: 4.00
Good Standing

Spring 2021
NURS 7601 Epidemiology and Biostatistics 3.00 B+ 9.99
NURS 7652 Mental Health Nursing of Individuals Across the Lifespan 3.00 A 12.00
NURS 7659 Foundational Clinical Skills for Advanced Psychiatric Nursing Practice 3.00 A 12.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 33.99 GPA: 3.78
Good Standing

Summer 2021
IN PROGRESS WORK
NURS 7667 Psychopharmacology 2.00 IN PROGRESS
NURS 7954 Practicum I: PMHNP 4.00 IN PROGRESS
In Progress Credits 6.00

Fall 2021
IN PROGRESS WORK
NURS 7661 Mental Health Nursing of Groups and Families Across the Lifespan 2.00 IN PROGRESS
NURS 7955 Practicum II: PMHNP 4.00 IN PROGRESS
In Progress Credits 6.00

***** CONTINUED ON PAGE 2 *****

Course Level: Doctorate
Matriculated: Fall 2019

Program of Study
College : Egan School of Nursing/Health
Major : PMHNP Across the Lifespan

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Fall 2019
NS 0610 Advanced Nursing Roles and Reflective Practice 3.00 A 12.00
NS 0640 Advanced Physiology and Pathophysiology 3.00 B+ 9.99
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 21.99 GPA: 3.67
Good Standing

Spring 2020
The spring 2020 semester was marked by a mid-semester transition to remote instruction in response to the COVID-19 global pandemic. Readers of the transcript are advised to consider grades across all semesters as the best representation of a student's academic achievement.

NS 0604 Advanced Health Assessment 4.00 A 16.00
NS 0641 Advanced Pharmacology 3.00 B+ 9.99
NS 0687 DNP Immersion 1.00 P 0.00
NS 0697 DNP Seminar I 1.00 A 4.00
Ehrs: 9.00 GPA-Hrs: 8.00 QPts: 29.99 GPA: 3.75
Good Standing

Summer 2020
NS 0605 Advanced Healthcare Policy 3.00 A 12.00
NS 0611 Population Health 3.00 A 12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

***** CONTINUED ON NEXT COLUMN *****

TO VERIFY: TRANSLUCENT GLOBES MUST BE VISIBLE FROM BOTH SIDES OF TRANSCRIPT WHEN HELD TOWARD A LIGHT SOURCE

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT APPEAR ON REVERSE SIDE

AN OFFICIAL SIGNATURE IS WHITE WITH A RED BACKGROUND REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

This officially sealed and signed transcript is printed on red SCRIP-SAFE® security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied a security statement containing the institution name will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

In accordance with USC 438 (6) (4) (8) (the Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

Lynn M. Kohm, University Registrar

THIS TRANSCRIPT IS PRINTED ON RED SCRIP-SAFE® PAPER AND DOES NOT REQUIRE A RAISED SEAL

Student No: [REDACTED]

Date Issued: 14-JUN-2021
EXTL

Record of: Ariana M. Rick
Level: Doctorate

Page: 2



Fairfield
UNIVERSITY

ACADEMIC TRANSCRIPT

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	38.00	37.00	141.97	3.84
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	38.00	37.00	141.97	3.84

***** END OF TRANSCRIPT *****

TO VERIFY: TRANSLUCENT GLOBES MUST BE VISIBLE FROM BOTH SIDES OF TRANSCRIPT WHEN HELD TOWARD A LIGHT SOURCE

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT APPEAR ON REVERSE SIDE

AN OFFICIAL SIGNATURE IS WHITE WITH A RED BACKGROUND REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

This officially sealed and signed transcript is printed on red SCRIP-SAFE[®] security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied a security statement containing the institution name will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

In accordance with USC 438 (6) (4) (6) (the Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

Lynn M. Kohm, University Registrar

THIS TRANSCRIPT IS PRINTED ON RED SCRIP-SAFE[®] PAPER AND DOES NOT REQUIRE A RAISED SEAL



Fairfield University
EGAN
School of Nursing
& Health Studies

July 20th, 2021

To Whom It May Concern;

Ariana Rick is in our Psychiatric Nurse Practitioner Program at Fairfield University and will graduate in May 2023 with her Doctorate of Nursing Practice. She is an excellent student who graduated magna cum laude from our undergraduate program with a double major of nursing and psychology from Fairfield University. She is a compassionate, responsible young woman and has a passion for psychiatric nursing. I highly recommend her for a clinical instructor position at Sacred Heart. Please let me know if you need any other information.

Sincerely,

Kate Wheeler
Kate Wheeler Ph.D., APRN, FAAN
Professor
Director of PMHNP Program
kwheeler@fairfield.edu



Sacred Heart UNIVERSITY

ST. VINCENT'S COLLEGE

July 14, 2021

Ms. Helen M. Smith, RN, MSN
Nurse Consultant/Investigator
410 Capitol Avenue
MS# 12 HSRPO
Box 340308
Hartford, CT 06134-0308
Helen.smith@ct.gov

Dear Ms. Smith,

I am writing on behalf of Sacred Heart University, Saint Vincent's College, to bring to your attention a recent change that has occurred at the College.

The Chair of Associate Degree Nursing position was vacated on June 30, 2021 by Dr. Rose Baker, who has retired. After an extensive external search, Tammy Dickerson, MSN, CNL, RN, has been appointed to the vacated position. We are requesting that the BOEN approve Tammy Dickerson to fill this position of Chair of Associate Degree Nursing at St. Vincent's College.

Enclosed is Tammy's curriculum vitae and her AS, RN-BSN, MSN, transcripts for review by you and the BOEN. Professor Dickerson is in her third year of teaching at St. Vincent's College and prior to that held several leadership positions in the private sector. She brings to the position over thirty years of experience in nursing and nursing leadership.

Tammy and I will be present at the August BOEN meeting to discuss her credentials and answer any questions you and/or BOEN members may have.

Thank you for your time and attention in reviewing this material. Please feel free to contact me with any preliminary questions you may have.

Respectfully,

A handwritten signature in cursive script that reads "Maryanne Davidson".

Maryanne Davidson, DNSc, APRN, CPNP
Dean, St. Vincent's College
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825
Office: 203-396-6201
davidsonm6@sacredheart.edu

Tammey J. Dickerson MSN, CNL, RN

Southbury, CT 203-948-1095
tamneydickerson@gmail.com

Education

St. Francis Hospital School of Nursing, Diploma Graduate, Hartford, CT 1984

Chamberlain College of Nursing, RN to BSN, St. Louis, MO.
Bachelors of Science in Nursing Conferred March 1, 2009. GPA 4.0-President's Honors 2009

Sacred Heart University, Fairfield, CT
Masters of Science in Nursing Conferred May 12, 2012. GPA 3.86 2012
Curriculum Requirements fulfilled for:
Clinical Nurse Leader
Nursing Education

University of St. Augustine, St. Augustine, FL.
Doctor of Education with Specialization in Nursing Education Expected Graduation Fall 2023

Experience

Sacred Heart University - Fairfield, CT 2019 - 2021

St. Vincent's College

Faculty Nursing Instructor

- Family Concepts Nursing 123 -- Course Lead
 - Lecture, Clinical, Lab, and Sim Instructor
- Fundamentals Nursing 101
 - Clinical, Lab, and Sim Instructor

Sacred Heart University- Fairfield, CT 2018 - 2019

St. Vincent's College

Adjunct Nursing Clinical Professor

- Nursing 101 Clinical Instructor

Community Health Center- Bristol Office, 395 Main St. Bristol, CT 06010 2017-2018

CHC serves 140,000 uninsured, underinsured CT residents for Medical, Dental, and Behavioral Health care.

Nursing Site Supervisor

- Complex Primary Care Management - Adults and Children.
- Hypertension, coagulation disorder, diabetic education, medication management, ongoing case management.
- Vaccine administration, education, and tracking.
- Care co-ordination between health care disciplines.
- Supervision of nurse related functions.

Western Connecticut Health Network - Danbury Hospital 2012-2016

Perinatal Safety Nurse/Staff Development Specialist

- Provide direct patient care in perinatal nursing practice.
- Responsible for multidisciplinary education including Nursing, Resident, and Physician Staff.
- Real time monitoring of patient care management using evidence based practice to provide optimum outcomes.
- Responsible for Patient Safety Initiatives for women in the perinatal period including antepartum, intrapartum, and postpartum phases of pregnancy and birth.
- Evaluation of clinical care and outcomes, assessment of weaknesses that compromise patient safety.

- Development and initiation of education programs, including emergency simulations and drills.
- Investigate errors and near misses and participate in root cause analysis.

Danbury Hospital, 24 Hospital Ave, Danbury, CT 06488 1986-2012
371-bed Regional Medical Center, Community Hospital
University Affiliated Teaching Hospital
2,100 births per year plus out-patient testing and antepartum care.
 Staff/Charge Nurse and Preceptor

- Care of women in the perinatal period including antepartum, intrapartum and the postpartum phases of pregnancy and birth.
- Scrub and Circulate in Obstetric Operating Room.
- Care of the Newborn
- Precept new staff, experienced new hires, nursing students, and medical students.

New Milford Hospital, 21 Elm St, New Milford, CT 06476 1984-1986
100- Bed Community Hospital
 Staff / Charge Nurse

- 2 years medical surgical experience on medical surgical floor, ICU, ICU step-down/oncology, and recovery room.

Certifications

- **Inpatient Obstetric Nursing Certification** 2008 - 2017
The National Certification Corporation, Chicago, IL
- **Certificate of Added Qualification – Electronic Fetal Monitoring** 2007 - 2017
The National Certification Corporation, Chicago, IL
- **Clinical Nurse Leader Certification** 2012 – 2017
American Association of Colleges of Nursing
Commission on Nurse Certification, Washington, DC
- **Advanced Fetal Monitoring Certification** 2010 – 2017
Professional Education Center, Chico, CA
- **Connecticut Nursing License E46884**
Nursing Board State of Connecticut Department of Health

Professional Memberships

- ANA– American Nurses Association
- CtNA- Connecticut Nurses Association
- AWHONN – Association of Women’s Health, Obstetrical and Neonatal Nurses
- SSTI – Sigma Theta Tau International Honor Society of Nursing
- CPA – Connecticut Perinatal Association
- ANPD-Association for Nursing Professional Development 2012-2016
- AALNC – American Association of Legal Nurse Consultants 2007-2012
- CT Chapter AALNC – Connecticut Chapter 2010-2012
- Unit 47 Danbury Hospital Nurses Union 1986-2012

Professional Activities

- Shared Governance Committee 2008-2012
- Clinical Ladder Committee 2008-2016
- Charge Nurse Competency Committee Project 2012-2016
- Nurse-Physician Forum 2008-2016
- Quality Improvement Forum 2012-2014
- Input into Fetal Monitor and Non Stress Test Policy Revision 2007

- Worked with Clinical Leader to review and revise Nursing Policies for Labor and Delivery 2007
- Assisted in the review and update of the Magnesium Sulfate for Preeclampsia Policy 2008
- Membership/Education Chairperson SNE-AALNC 2009
- Research and updating Abdominal Prep for Cesarean Delivery 2009
- President Elect CT Chapter AALNC 2009-2011
- President CT Chapter AALNC 2012
- Fetal Monitor Strip Audits with Department Director 2011
- Nursing Education PI Project for Sacred Heart University CNL Program 2012
- EFM Competency - NMH 2012
- Developed, initiated, and insured protocol for *No Elective Deliveries <39 weeks* 2013-2016
- Review and Revision of all Policies Relevant to L&D and FBC 2012-2016
- Review and Revision of all CPOE order sets with MFM 2013-2016
- TeamSTEPPS Training for Multidisciplinary Team members FBC 2013
- HRO Training at Connecticut Hospital Association 2013
- Build, Training, and Implementation Project for Sorian Documentation System 2014-2016
- Policy Integration with Norwalk Hospital 2015-2016
- Initiation of Perinatal Safety Nurse Network in CT 2015
- Build Project for Cerner Documentation System 2016
- Integrated Nursing Orientation consistent with the IOM Nurse of the Future Competencies 2016
- Neonatal Resuscitation Program Instructor
- AWHONN Intermediate Electronic Fetal Monitor Instructor
- AWHONN Advanced Electronic Fetal Monitor Instructor
- CHC Nurse Liaison for Bristol Office Team Coordination 2017 - 2018
- MSN Mentor Sacred Heart University MSN Candidates 2013 - 2021
- Actively Mentor New and Adjunct Faculty - St. Vincent's College 2019-current
- Sacred Heart University-St. Vincent's College SNA Advisor 2019-current
- Sacred Heart University Convocations and Faculty Institutes 2019-2021
- Sacred Heart University-St. Vincent's College ACEN Review Curriculum task force 2019
- 10th Anniversary Chapel Series –*The Mind of Pope Francis; Jorge Mario Bergoglio's Intellectual Journey.* 2019
- Reading Group and Discussion for *In Pain* - Dr. Travis Rieder. 2019
- Sacred Heart University-St. Vincent's College Curriculum Committee Chair 2019-2020
- Sacred Heart University-St. Vincent's College Outcomes Committee Chair 2020-2021
- Course Leader for Family Concepts in Nursing 2020 - current

Presentations

- CNL PI Project At MidState Medical Center: Anesthesia and Breastfeeding 2011
- Role of the Perinatal Safety Nurse, OB Business Meeting 2012
- Resident Lecture-Perinatal Safety 2012
- Intermittent Auscultation, Natural Birth Center of America 2012
- Peanut Ball Safety for Danbury Hospital Doulas 2014
- Obstetric Hemorrhage with ED and PACU nurses 2014
- Obstetric Emergencies at Regional Paramedic Conference at Danbury Hospital 2015
- OB-GYN Didactic for Paramedic Review for State Certification Test 2015
- Nursing Marathon Case Presentation 2012-2015
- Advanced EFM Course 2015
- Resident Didactic Case Presentation 2012-2105
- Resident AWHONN Intermediate EFM Course 2012- 2015
- Resident NRP Education and Simulations 2015
- EMS OB Emergency Presentation 2015

- EMS Certification classes/Perinatal Patient Care 2016
- Simulations and Drills on L&D with Multidisciplinary Team 2012-2016
- CHC Nursing Grand Rounds Complex Patient Presentation 2017-1018
- Compassion In Nursing Sacred Heart University November 2019

Publications

- The Convenience of Daylight Obstetrics, *The Journal of Legal Nurse Consulting* Winter 2009
- The Rise and Fall of VBAC, *The Journal of Legal Nurse Consulting* Winter 2010
- Policy-Driven Quality Improvement of Labor Induction Practices at a Community Hospital 2015

Continuing Education

- CHC Vaccine Training 2017
- CHC Nursing Grand Rounds 2017-2018
- CHC Active Shooter Drill Training and Participation 2018
- Linda Caputi "Concept Based Nursing" 4/2019
- CT NLN Spring conference Concept based training and NexGen 4/2019
- NCSBN- Test Development and Item Writing Online course 5/2019
- Examsoft Training– Super User 8/2019
- ANA - Be Confident Protecting Yourself and Providing the Best Care to Your Patients during this COVID-19 Pandemic - On Demand Webinar 3/2020
- Live Webinar ATI Online Clinical Plans 3/2020
- NurseThink for Nurse Educators: Next Gen Tour 4/2020
- Introduction to SIM Mom LLEAP 9/28/2020
- Certificate Advanced Level for Master's and Doctoral: How to Recognize Plagiarism" Indiana University Bloomington School of Education 2020
- Pioneer Promise 2020
- CT Sexual Harassment Training 2020
- Zoom Video Basics 2020
- Covid 19 and the Workplace 2020
- Curriculum Mapping In-service 2021
- Mythbusting in Fetal Monitoring 2021
- More than Just Counting Bumps: Uterine Activity in Labor – Live Nursing webinar 2021
- Fieldwork Mentor for Capstone Project – Karley Northrop Senior Masuk High School 2020-2021
- SHU CEIT Professional Learning Sessions 2021
- ATI – Decoding Clinical Judgement 2021

Awards

- Targeted Nurse Investment Grant February 2010
- Inducted into Chamberlain College of Nursing Honor Society April 2010
- Advanced Education Nursing Traineeship Grant October 2010
- Sigma Theta Tau International Phi Pi Chapter September 2011
- Advanced Education Nursing Traineeship Grant September 2011

Recognitions

- Clinical Ladder Level 3 1988-2012
- Trained Preceptor 1988-2016
- 29 Years Employee service to Danbury Hospital August 2015
- Assistant Professor of Practice July 2021

STUDENT FINAL RECORD

NAME Tammy Dickerson

SAINT FRANCIS HOSPITAL SCHOOL OF NURSING

LOCATION: 338 Anylum Street
Hartford, Connecticut 06103

LENGTH OF PROGRAM: 108 weeks

GRANTED DIPLOMA IN NURSING: Yes

ADMISSION DATE: September 9, 1981

FINISHING DATE: June 1, 1984

	Class Hours	Lab. Hours	Theory Grade	Clin. Grade	CLINICAL EXPERIENCE		COLLEGE CREDIT
					Day	Evening	
BIO 605, 607 - GHCC*	45	30	82 B				4
BIO 608 - GHCC*	45	30	77 C				4
BIO 705 - GHCC*	45	30	80 B				4
CHEM 621 - GHCC*	45	30	70 C				3
Psychology 601 **	45		B				3
Sociology 701 - GHCC*	45		86 B				3
Pharmacology	30		78 C				
English Composition ***	45		B				3
Medical-Surgical Nursing IA	80	128	87 B	S	14		
Medical-Surgical Nursing IB	88	136	82 B	S	17		
Medical-Surgical Nursing II	72	200	80 B	S	25		
Maternal-Newborn Nursing	72	200	81 B	S	25		
Nursing of Children	72	200	80 B	S	17	8	
Psychiatric Nursing	72	200	81 B	S	17	8	
Philosophy 631 - GHCC*	45		85 B				3
PSY 744 - GHCC*	45		B				3
Medical-Surgical Nursing III	102	240	76 C	S	17	16	
Leadership Nursing	72	240	82 B	S	33		
Nsg. in Long-Term Illness	72	240	85 B	S	33		
Vacation and Holidays					61		

GRADING SYSTEM

	Quality Points
A = 90 - 100	4
B = 80 - 89	3
C = 70 - 79	2
D = 60 - 69	1
F = Below 60	

S = Satisfactory
LA = Low Average
U = Unsatisfactory

WP = Withdrawal Pass
WF = Withdrawal Failure
AUD = Audit

* Greater Hartford
Community College
** Western Conn. State College
*** Mattatuck Community College
6/1/84

Date

Sister Annmarie Paris

Signature of Director



CHAMBERLAIN
College of Nursing
Formerly Deaconess College of Nursing

Chamberlain College of Nursing
11830 Westline Industrial Drive
Suite 106
St. Louis, MO 63146
(888)556-8226
chamberlain.edu

OFFICE OF RECORDS
TRANSCRIPT OF ACADEMIC RECORD

Page: 1

Issued To: Tammey Dickerson
Parchment:10756305

Record of: Tammey J Dickerson
Current Name: Tammey J Dickerson
Date Issued: 09-AUG-2016
Date of Birth: 30-APR
Student ID: [REDACTED]

Course Level: Chamberlain Undergraduate

Bachelor of Science
Program : Nursing
College : Chamberlain College of Nursing
Campus : Online
Major : Nursing - RN to BSN
Concentration : No Concentration

Degree Awarded Bachelor of Science 01-MAR-2009
PROGRAM : GPA: 4.00
CUMULATIVE: Hrs: 128.00 GPA: 4.00
Program : Nursing
College : Chamberlain College of Nursing
Campus : Online
Major : Nursing - RN to BSN
Concentration : No Concentration

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

200730	St Francis Hospital School		
CCNR 36	Nursing Education Credits	36.00 TR	
CRGE 44	General Education Credits	44.00 TR	
Hrs: 80.00 GPA: 0.00 QPts: 0.00 GPA: 0.00			

INSTITUTION CREDIT:

Semester: Fall 2007
Nursing - RN to BSN
NR 351 Transition To Professional Nur 3.00 A 12.00
SOCS 350 Cultural Diversity In The Prof 3.00 A 12.00
Semester: Hrs: 6.00 GPA: 6.00 QPts: 24.00 GPA: 4.00

Semester: Spring 2008
Nursing - RN to BSN
ENGL 135 Adv Composition 4.00 A 16.00
HUMN 410 Contemporary History 3.00 A 12.00
MATH 114 Algebra For College Students 4.00 A 16.00
NR 294 Health Assessment 4.00 A 16.00

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Institution Information continued:
Semester: Hrs: 15.00 GPA: 15.00 QPts: 60.00 GPA: 4.00
Dean's List

Semester: Summer 2008
Nursing - RN to BSN
MATH 221 Stats For Decision Making 4.00 A 16.00
NR 446 Collaborative Healthcare 4.00 A 16.00
NR 448 Information Systems For Health 3.00 A 12.00
NR 449 Evidence-Based Practice 3.00 A 12.00
Semester: Hrs: 14.00 GPA: 14.00 QPts: 56.00 GPA: 4.00
Dean's List

Semester: Fall 2008
Nursing - RN to BSN
ECON 312 Prin of Econ 3.00 A 12.00
HUMN 448 Comparative Religions 3.00 A 12.00
NR 442 Community Health Nursing 4.00 A 16.00
NR 450 Capstone Course 3.00 A 12.00
Semester: Hrs: 13.00 GPA: 13.00 QPts: 52.00 GPA: 4.00
Dean's List

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	48.00	48.00	192.00	4.00
TOTAL TRANSFER	80.00	0.00	0.00	0.00
OVERALL	128.00	48.00	192.00	4.00

***** END OF TRANSCRIPT *****

TAMMEY DICKERSON

Signature Date 09-AUG-2016
Not considered official without Seal or Registrar's signature.



The Family Educational Rights and Privacy Act of 1974 (as amended) prohibits the release of this information without the student's written consent. An official transcript must include the signature of the registrar and the seal of the college or university. This document reports academic information only.



Sacred Heart University

5151 Park Avenue, Fairfield, CT 06826

Page: 1 of 2

SACRED HEART UNIVERSITY

Dr. Tammy J. Dickertson

07 Jul 2019

Student ID: [Redacted]
Birthdate: [Redacted]

Academic Level: Graduate

COURSE	Course Title	CRED	GRD	GRDP%
FALL 2009				
NU601	PRINCIPLES OF HC RESEARCH	3.00	A	12.00
NU530	THEORY & PROFESSIONAL ROLES	3.00	A	12.00
	Term GPA 4.000 Credit 6.00 Grd Pts 24.00			
	Cum GPA 4.000 Credit 6.00 Grd Pts 24.00			
SPRING 2010				
NU501	HEALTH CARE POLICY & ETHICS	3.00	D	9.00
NU602	EVIDENCE BASED PRACTICE	3.00	A	12.00
NU566	THEORETICAL BASIS OF TEACHING	3.00	A	12.00
NU569	CURRICULUM DEV. & EVALUATION	3.00	A	12.00
	Term GPA 3.750 Credit 12.00 Grd Pts 45.00			
	Cum GPA 3.833 Credit 18.00 Grd Pts 69.00			
SUMMER 1 2010				
NU550	FAMILY & COMMUN. CONTEXT FOR HC	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.897 Credit 21.00 Grd Pts 81.00			
FALL 2010				
NU554	APPL OF COMP HLTH ASSESSMENT	3.00	A-	11.01
NU575	HEALTH CARE INFO SYSTEMS	3.00	A-	11.01
	Term GPA 3.670 Credit 6.00 Grd Pts 22.02			
	Cum GPA 3.816 Credit 27.00 Grd Pts 103.02			
SPRING 2011				
NU612	DISEASE MANAG. & OUTCOME ASSES	3.00	A	12.00
NU631	CARE MANAGEMENT RESOURCES	3.00	A	12.00
NU563	ADVANCED PATHOPHYSIOLOGY	3.00	B+	9.99
	Term GPA 3.777 Credit 9.00 Grd Pts 33.99			
	Cum GPA 3.866 Credit 36.00 Grd Pts 137.01			

COURSE	Course Title	CRED	GRD	GRDP%
SUMMER 1 2011				
NU613	CHL. ROLE IMMERSION PRACTICUM	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.921 Credit 39.00 Grd Pts 149.01			
SUMMER 2 2011				
NU613	CHL. ROLE IMMERSION PRACTICUM	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.834 Credit 42.00 Grd Pts 161.01			
MODULE TERM 2 2011				
NU555	PHARMACOLOGY/NURSE EDUC.	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.845 Credit 45.00 Grd Pts 173.01			
MODULE TERM 4 2012				
NU690	NURSING EDU ROLE PRACT.	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.854 Credit 48.00 Grd Pts 185.01			
MODULE 5 2012				
NU691	CAPSTONE: NURSE EDUCATOR	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.863 Credit 51.00 Grd Pts 197.01			

Continued on next Column/Page

Hona Perrone

J. M. Registrar

In accordance with the provisions of the Fair Access to Educational Records and Privacy Act of 1974, as amended, this record has not been released to a third party without the written authorization of the student.

THE FACE OF THIS DOCUMENT CONTAINS A VOID FEATURE AND WATERMARK



Sacred Heart University

5151 Park Avenue, Fairfield, CT 06825

SACRED HEART UNIVERSITY

Ms. Tammy J. Dickerson

07 Jul 2019

Student ID: [redacted]
Birthdate: [redacted]

Academic Level: Graduate

COURSE	Course Title	CRD	GRD	GRDPT	COURSE	Course Title	CRD	GRD	GRDPT
--------	--------------	-----	-----	-------	--------	--------------	-----	-----	-------

Degree Received: MASTER OF NURSING on 08/2012
 Majors: Nursing
 Concentration: Clinical Nurse Leader
 End of official record.

Hona. Gerone

Registrar

For the provisions of the State Right and Privacy Act of 1974, a
 sealed, this record may be released to a third party without the
 participation of the student.





Sacred Heart UNIVERSITY

OFFICE OF THE PROVOST

Robin L. Cautin, Ph.D.
Acting Provost and Vice President for Academic Affairs

June 17, 2021

REVISED

Tammy Dickerson
10 Branch Road
Southbury, CT 06488

Dear Ms. Dickerson:

I am pleased to offer you a 12-month appointment to the faculty of Saint Vincent's College, beginning July 1, 2021 – June 30, 2022. This is a one-year appointment with no guarantee of renewal. At Sacred Heart University's discretion, renewal may be considered based upon the needs of the University and a favorable review of your annual performance, which includes your performance and conduct being in conformity with the mission of Saint Vincent's College and Sacred Heart University. You are not eligible to apply for or to receive tenure. The following are the conditions for the appointment:

POSITION:	Chair, SVC Nursing
RANK:	Assistant Professor of Practice with all attendant rights and responsibilities
DEPARTMENT:	SVC - Nursing
SALARY:	\$93,500 annually, payable over 12 months with 24 pay periods
CHAIR STIPEND:	\$6,000 to be paid over 12 months, at the end of each month
BENEFITS:	As a full time faculty member you will continue to be eligible for benefits

OUTSIDE PROFESSIONAL ACTIVITIES:

The primary responsibility of a faculty member is to render to the University the most effective service possible and to devote his/her full working time to the University. At the same time, clinical practice and other activities of a professional nature are encouraged by the University where such activities give the faculty member experience and knowledge valuable to professional growth and development.

A member of the faculty is required to inform and seek approval from the College Dean before engaging in "outside professional activities" where there is a conflict between his/her primary responsibility and his/her outside activity. Such planning is in the best interest of the faculty member, the discipline and the University.

Your 30- credit workload will be reduced by 18 credits due to your Department Chair responsibilities. In addition to your teaching load, you understand you are expected to perform service to the University community and to carry out assignments such as committee work and other special projects as assigned by your Department Chair, Dean or the University Administration. The types of assignments you will be expected to perform include but are not limited to academic advising, student interaction, curriculum review, enrollment efforts, and program development.

-Dickerson-

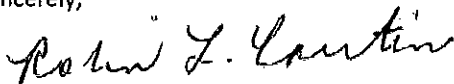
In addition to accepting this appointment, by signing below, you agree that the University may use your name and picture. You also acknowledge you are subject to the rules and regulations of the University and the duties set forth in the SVC@SHU Faculty Handbook, and that the terms of your employment are exclusively governed by this letter and the SVC@SHU Faculty Handbook.

By signing below, you acknowledge and agree to the following:

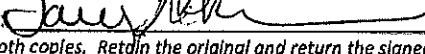
- the University may use your name and picture.
- you are subject to the rules and regulations of the University and the duties set forth in the Faculty Handbook, and that the terms of your employment are governed by this letter and the Faculty Handbook.
- to inform the Dean of your College if you have an academic conflict of interest. An academic conflict of interest is defined as teaching, advising, supervising an independent study or internship or participating in any activity where academic credit is awarded to your spouse, domestic partner, child, mother, father, brother or sister. If said conflict exists you acknowledge that in the discretion of the Dean, you may be reassigned to other teaching responsibilities.
- you have read and understand the University's Conflict of Interest Policy and the Code of Conduct, which are included in the Employee Policy Handbook.
- you have read and understand the University's Code of Business Conduct and Ethics statement, attached, and available on MySHU under the General Counsel & Risk Management heading.

Appointment letters not signed and returned by the acceptance date will be considered void. The acceptance date for this letter of appointment is on or before June 25, 2021.

Sincerely,



Robin L. Cautin, Ph.D.
Acting Provost and Vice President for Academic Affairs

ACCEPTED  DATE: 6/17/24
Please sign both copies. Retain the original and return the signed copy to the Office of the Provost and Vice President for Academic Affairs.

Cc: Maryanne Davidson, Dean Saint Vincent's College



Helen Smith
Nurse Consultant/Investigator
410 Capitol Ave. MS#12 HSR
P.O. Box 34308
Hartford, Ct. 06134/0308

July 22, 2021

To Whom This May Concern,

I am writing to you all to request a 6 month waiver for Magdalena Szczerbacki. She is currently enrolled in our Graduate Program for Adult Gerontology Primary Care Nursing. She is finishing her last class – NUR 590 which is Professional Roles of the Advanced Practice Nurse. She is expected to graduate this December 2021. She has completed the following courses (see transcripts): NUR 501, 502, 504, 511, 515, 570, 575, 580, 582, 585, 588. Overall GPA is a 3.97. She has support from the Director of the Graduate Studies Program.

We currently have 20 FT faculty. There are about 20 PT faculty. I currently have no other waivers requested. Student evaluations have been positive.

The course in which Magda will work is NUR 255 Clinical Practice II which is working with 6-8 students in the clinical setting as a clinical instructor 7am to 1:00pm at St. Mary's Hospital. Magda and I have weekly conversations about students, assignments, and progression of her students. She also touches base with the faculty teaching the didactic portion and the skills portion of the course. Her clinical will be at St. Mary's Hospital. Her mentor will be Raymond Desrochers. Magda is familiar with St. Mary's as she has worked in this organization in the past. She is familiar with this rotation and the staff at the hospital, she has worked on the same unit for her last few fall semester assignments. The faculty who work with Magda express how well she works with these students and how much the students grow throughout the semester while working with her. As an adjunct her familiarity with the institution makes for a great experience for the students.

Please consider our request for a waiver for Magdalena Szczerbacki.

Sincerely,

A handwritten signature in black ink that reads "Dr. Jeanette (Bjurback) Lupinacci".

Dr. Jeanette H. (Bjurback) Lupinacci (Department of Nursing- Chair)



June 08, 2021

Helen Smith RN, MSN
Nurse Consultant/ Investigator
410 Capitol Ave. MS #12 HSR
PO Box 340308
Hartford, Ct. 06134-0308

Dear Ms. Smith and Connecticut State Board of Nursing,

I am writing this letter in support for Magdalena Szczerbacki RN to do clinical for Western Connecticut State University (WCSU). Magdalena is presently in the MS Adult Gerontology Nurse Practitioner Program and has completed all but one of her courses, with an expected graduation date of December 2021. She has a strong foundation in theory, political, financial and ethical issues of nursing practice as well as advanced pathophysiology, pharmacology and health assessment, and management of acute and chronic patients. Magdalena is a stellar student and has taken every course that has been offered each semester, and has done well in each course.

Regards,

Mary Nielson, DNP, Ed.D, ANP-BC, SANE-A
Co-Coordinator MS program/Assistant Professor
Western Connecticut State University
nielsonm@wcsu.edu

Magdalena Szczerbacki, BS, RN-BC

68 Old Mill Rd, Plantsville, CT 06479 szczerbackim@wcsu.edu (c) 860-930-3644

Experience

2013-present; Float RN, Level 1 Telemetry; St. Francis Hospital, Hartford, CT

Medical-surgical telemetry units, ICU step-down, congestive heart failure, oncology, GI/Hepatic, interventional cardiology, neurology/stroke, joint replacement, spine/ortho, CMO/hospice, dual diagnoses, and inpatient psychiatry

2010-2013; Staff RN; St Francis Hospital, Hartford, CT

Medical-surgical/ortho/neuro unit; pre- and post-surgical care of patients with acute head, spine, and neck injuries, gastrointestinal/colorectal, urologic surgeries

Adjunct Work Experience

Spring 2019-current; Adjunct Faculty (Clinical Instructor); WCSU, Nursing Department, Danbury, CT.

Spring 2019, 2020: Apple Rehab, Watertown, CT; short- and long-term skilled nursing facility. Clinical Practice I – Sophomore Level Nursing Student

Spring 2021: on-campus clinical activities in nursing labs, simulation scenarios – Clinical Practice I- Sophomore Level Nursing Student

Fall 2019, 2020; St. Mary's Hospital, Waterbury, CT; Medical-Surgical Unit O'Brien 7 - Clinical Practice II – Junior Level Nursing Student.

Faculty Mentor at WCSU: Dr. Jeanette Lupinacci

Degree in Progress

Currently enrolled: Master of Science in Nursing: Adult-Gerontology Nurse Practitioner, WCSU, Danbury, CT. Courses completed: Theoretical Basis of Nursing Practice, Contemporary Issues in Healthcare Delivery, Advanced Pathophysiology, Foundations of Advanced Nursing Practice, Nursing Research, Advanced Health Assessment, Advanced Clinical Pharmacology, Advanced Nursing Management of Acutely Ill Adult-Gerontology (A-G) Populations, Advanced Nursing Management of Chronically Ill Adult-Gerontology Population, Adult-Gerontology Primary Care NP Management of

Acutely Ill Adult Population, Adult-Gerontology Primary Care NP Management of Adult Population.
Courses in progress: Professional Roles of the Advanced Practice Nurse (NUR 590)

APRN Student Clinical Experience

Spring 2021; Hospital for Special Care Satellite Long Term Acute Care Unit, Mount Sinai Rehab

Hospital, Hartford, CT; 160 clinical hours; management of short-and long-term medical and rehabilitative needs of adult and geriatric patients with multiple comorbidities. Preceptor: Winifred Benjamin, DNP, APRN.

Fall 2020; Gaylord Hospital, Wallingford; 200 clinical hours; APRN duties including management of complicated wounds in adult and geriatric population. Preceptor: Siobhon Andrews, APRN.

Degrees Completed

2016; Bachelor of Science: Nursing, WCSU, Danbury, CT; Summa cum Laude

2010; Associate of Science: Nursing, Naugatuck Valley CC, Waterbury, CT

2010; Associate of Science: General Studies, Tunxis CC, Farmington, CT; Highest Honors

Licenses //Certifications //Courses //Professional Organizations

CT RN License #94943

Medical Surgical Nursing Certification RN-BC # 2019047922

ACLS (exp. 1/2023) BLS (exp. 1/2023)

CLN's Clinical Faculty Course (May '21, 30 contact hours)

Sigma Theta Tau International Nursing Honor Society

Awards

Mary Ann Riley Scholarship by Kappa Alpha Chapter of Sigma Theta Tau International; awarded to graduate students who foster the ideals of empowering nurse leaders in transforming global healthcare (2020).

Dr. Lorraine G. Spranzo Nursing Scholarship Award (The Community Foundation of Greater New Britain, 2020); awarded to applicants who demonstrate a professional, academic, and personal commitment to highest standards of excellence and clear concern for those in their circle of care.

Tier 3 (highest) of Tiers of Professionalism (TOPs) by Professional Development Council of Trinity Health Of New England, 2020.

Presentations

Kappa Alpha Chapter (Sigma Theta Tau International Nursing Honor Society): Online Research Event Presentations May 5-7, 2021 with Roundtable Discussion: May 7, 2021 6 – 8 PM; Qualitative research; literature review and analysis; Does exercise decrease depressive symptoms in patients diagnosed with Multiple Sclerosis?

Prevention of Compassion Fatigue with Self-Care and Health-Promotion Practices: Humor and Laughter. February 28, 2020, WCSU Middtown Campus, Danbury (2-hr, audience-engaging presentation)

Skills/Abilities

Guiding nursing students in incorporating evidence-based principles into practice, while ensuring targeted learning outcomes have been achieved according to state and national standards for nursing education; supervising and evaluating student performance, providing constructive feedback, fostering interpersonal skills, supporting individual styles of learning, integrating technology, such as simulation training.

Providing competent nursing care to patients through all stages of hospital stay; assessing and addressing on-going issues in a timely manner and accelerating care as needed. Coordinating and ensuring safe discharge plan. Taking care of pre-and post- procedure surgical patients; managing drains, cardiac drips, epidural and patient-controlled analgesia infusions, peritoneal dialysis, blood transfusions, complicated wounds, and wound vacs. Managing and coordinating psychiatric patient care in line with safety standards, monitoring patients in active withdrawal from alcohol and other substances, ensuring non-judgmental approach. Precepting graduate RNs. Assuming charge RN responsibilities; ensuring proper patient assignment based on patient acuity levels and RN skills, providing guidance and hands-on support to floor staff. Approaching challenging patients with patience and empathy, while supporting and counseling families. Conducting thorough client assessments and formulating individualized, holistic, evidence-based plan of care, supported by current and relevant research to achieve the best possible outcomes.

THE CONNECTICUT LEAGUE FOR NURSING
110 Washington Avenue, Lower Level, North Haven, CT 06473

Certifies that

Magdalena Szczerbacki

Successfully Completed

CLN's CLINICAL FACULTY COURSE
Awarding 30 CONTACT HOURS

Date: June 9, 2021

Code# P060

Kathryn P. Jackman-Murphy

Kathryn P. Jackman-Murphy, Ed.D, MSN, RN, CHSE
Primary Nurse Planner
CLN CE Approved Provider Unit

Marcia B. Proto

Marcia B. Proto, M.Ed, CAS
Executive Director
Connecticut League for Nursing

SSN: [REDACTED]

Student No: [REDACTED]

Date of Birth: [REDACTED]

Date Issued: 22-MAY-2019
HEEE

Record of: Magdalena Szczerbacki
[REDACTED]



Page: 1

Issued To: Joan Palladino
Parchment: 23175969

Course Level: NVCC Credit

Current Program

Program : NON DEG/MATRIC

Degrees/Certificates Awarded Associate in Science 27-MAY-2010
Program : Nursing - CT - CCNP

SUBJ NO. COURSE TITLE CRED GRD PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

SP05-FA07

Tunxis Community College

BIO* H105	INTRO TO BIOLOGY	4.00	TR
BIO* H211	ANATOMY & PHYSIOLOGY I	4.00	TR
BIO* H212	ANATOMY & PHYSIOLOGY II	4.00	TR
CHE* H111	CONCEPTS OF CHEMISTRY	4.00	TR
CSC* H101	INTRO TO COMPUTERS	3.00	TR
ENG* H101	COMPOSITION	3.00	TR
ENG* H102	LITERATURE & COMPOSITION	3.00	TR
MAT* H137	INTERMEDIATE ALGEBRA	3.00	TR
PSY* H111	GENERAL PSYCHOLOGY I	3.00	TR
SOC* H101	PRINCIPLES OF SOCIOLOGY	3.00	TR
SPA* H101	ELEMENTARY SPANISH I	3.00	TR
Ehrs: 37.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00			

SPRING 2008

Capital Community College

BIO* H235	MICROBIOLOGY	4.00	TR
PSY* H201	LIFE SPAN DEVELOPMENT	3.00	TR
Ehrs: 7.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00			

INSTITUTION CREDIT:

Fall 2008

NUR* H101	INTRO TO NSG PRACTICE	8.00	B+	26.40
Ehrs: 8.00 GPA-Hrs: 8.00 Qpts: 26.40 GPA: 3.30				

Spring 2009

NUR* H102	FAMILY HEALTH NSG	8.00	B	24.00
***** CONTINUED ON NEXT COLUMN *****				

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

NUR* H103	PHARM FAMILY LIFESPAN	1.00	B	3.00
Ehrs: 9.00 GPA-Hrs: 9.00 Qpts: 27.00 GPA: 3.00				
Fall 2009				
HIS* H202	U.S. HISTORY II	3.00	A	12.00
NUR* H201	NSG CARE INDIV-FAM I	9.00	B+	29.70
NUR* H202	PHARM INTERMED NEEDS	1.00	A-	3.70
Ehrs: 13.00 GPA-Hrs: 13.00 Qpts: 45.40 GPA: 3.49				

Spring 2010

NUR* H203	NSG CARE INDIV-FAM II	8.00	B	24.00
NUR* H204	PHARM COMPLEX NEEDS	1.00	A-	3.70
NUR* H205	NSG MANAGE & TRENDS	2.00	A-	7.40
Ehrs: 11.00 GPA-Hrs: 11.00 Qpts: 35.10 GPA: 3.19				

***** TRANSCRIPT TOTALS *****

Earned Hrs GPA Hrs Points GPA				
TOTAL INSTITUTION	41.00	41.00	133.90	3.26
TOTAL TRANSFER	44.00	0.00	0.00	0.00
OVERALL	85.00	41.00	133.90	3.26

***** END OF TRANSCRIPT *****

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND

REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

Lourdes Cruz
Registrar

In accordance with USC 438 (6) (4) (B) (The Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alterations of this transcript may be a criminal offense.

A PHOTOCOPY OF THIS DOCUMENT IS NOT OFFICIAL

TUNXIS COMMUNITY COLLEGE

SSN: [REDACTED]

Date of Birth: [REDACTED]

Date Issued: 22-MAY-2019
JEFE

Record of: Magdalena Szczerbacki

Page: 1

Issued To: Joan Palladino
Parchment: 23175997

Course Level: TxCC Credit

Current Program

Major: NON DEG/NON MATR

Degrees Awarded Associate in Science 02-JUN-2010

Primary Degree

Major: General Studies
Inst. Honors: Highest Honors

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Institution: Out of Country

BMG* J202	Principles of Management	3.00 TR	
BMK* J101	Intro to Marketing	3.00 TR	
ECN* J101	Principles of Macroeconomics	3.00 TR	
ECN* J102	Principles of Microeconomics	3.00 TR	
MAT* J297	Mathematics Elective	3.00 TR	
Ehrs: 15.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00			

Institution: Naugatuck Valley Comm. College

HIS* J202	U.S. History II	3.00 TR	
Ehrs: 3.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00			

INSTITUTION CREDIT:

Spring 2005			
ENG* J083	Writing: Intro to Composition	3.00 A#	12.00
ENG* J173	Perspectives in the Humanities	3.00 A	12.00
Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 24.00 GPA: 4.00			

Summer 2005			
ENG* J101	Composition	3.00 A	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 12.00 GPA: 4.00			

Fall 2005			
CSC* J101	Intro to Computers	3.00 A	12.00

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Institution Information continued:

Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 12.00 GPA: 4.00			
--	--	--	--

Spring 2006

ACC* J113	Principles of Financial Acctg	3.00 B+	9.90
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 9.90 GPA: 3.30			

Summer 2006

CHE* J111	Concepts of Chemistry	4.00 A	16.00
Ehrs: 4.00 GPA-Hrs: 4.00 Qpts: 16.00 GPA: 4.00			

Fall 2006

BIO* J121	General Biology I	4.00 A	16.00
ENG* J102	Literature & Composition	3.00 A	12.00
SOC* J101	Principles of Sociology	3.00 A	12.00
SPA* J101	Elementary Spanish I	3.00 A	12.00
Ehrs: 13.00 GPA-Hrs: 13.00 Qpts: 52.00 GPA: 4.00			

Spring 2007

BIO* J211	Anatomy & Physiology I	4.00 A	16.00
MAT* J137	Intermediate Algebra	3.00 A	12.00
PSY* J111	General Psychology I	3.00 A	12.00
SPA* J102	Elementary Spanish II	3.00 A	12.00
Ehrs: 13.00 GPA-Hrs: 13.00 Qpts: 52.00 GPA: 4.00			

Fall 2007

ART* J101	Art History I	3.00 B+	9.90
BIO* J212	Anatomy & Physiology II	4.00 A	16.00
HIS* J202	U.S. History II	3.00 W	0.00
Ehrs: 7.00 GPA-Hrs: 7.00 Qpts: 25.90 GPA: 3.70			

Summer 2009

ENG* J103	Composition II	3.00 A	12.00
HIS* J201	U.S. History I	3.00 A	12.00
Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 24.00 GPA: 4.00			

Fall 2011

MAT* J165	Elem Statistics w/Computer App	4.00 A	16.00
Ehrs: 4.00 GPA-Hrs: 4.00 Qpts: 16.00 GPA: 4.00			

***** CONTINUED ON PAGE 2 *****

TO VERIFY: TRANSLUCENT GLOBS MUST BE VISIBLE WHEN HELD TOWARD A LIGHT SOURCE

THE WORDS "TUNXIS COMMUNITY COLLEGE" AND "COPY" APPEAR ON ALTERNATE ROWS WHEN PHOTOCOPIED

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND

REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

Susan Winn
Acting Registrar

In accordance with USC 438 (b) (4) (B) (The Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees will not permit any other party access to this record without consent of the student. Alterations of this transcript may be a criminal offense.

A PHOTOCOPY OF THIS DOCUMENT IS NOT OFFICIAL

ELKINS COMMUNITY COLLEGE

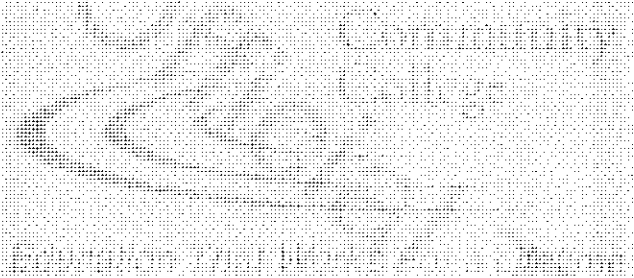
REF: [REDACTED]

Date of Birth: [REDACTED]

Date Issued: 11-09-2011
Page: 2

Name of: Magdalena Bernhardt
Level: TST Credit

***** TRANSCRIPT TOTALS *****						
	Earned	Time	Min	Sec	Points	GRA
TOTAL ENROLLMENT	50.00	02.00			243.00	4.91
TOTAL TRANSFER	18.00	0.00			0.00	0.00
OVERALL	50.00	02.00			243.00	4.91
***** END OF TRANSCRIPT *****						



PROPERTY OF ELKINS COMMUNITY COLLEGE. COPIES MAY BE MADE FOR PERSONAL USE ONLY. ALL RIGHTS RESERVED.

THE WORDS "ELKINS COMMUNITY COLLEGE" AND "COPY" APPEAR ON ALL PAGES OF ALL DOCUMENTS FROM WHICH THIS DOCUMENT WAS DERIVED.

AN OFFICIAL SIGNATURE IS REQUIRED ON A BLUE BACKGROUND

IF ANY SIGNATURE IS PRESENT BELOW IS AUTHORIZED

Debra N. King
Acad. Registrar

In accordance with 185C-426-5(1) and 5(1)(a) Family Educational Rights and Privacy Act of 1974 you are hereby notified that this information is provided upon the request of this office, your request for this information will not be made and other party advised of this request without consent of the student. A portion of this transcript may be a printed release.

A PHOTOCOPY OF THIS DOCUMENT IS NOT OFFICIAL

Student No: [REDACTED]

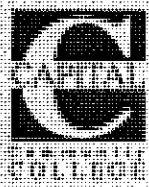
Date of Birth: [REDACTED]

Date Issued: 12/04/2019
12:00

Level of: Bachelor's Degree
Degree Name: Bachelor's Degree

[REDACTED]

Issued For: John Williams
Paradise, CT 06466



930 Main Street
Hartford, CT 06103
860-906-5000
www.capitalcc.edu

Page: 1

Course Level: Undergraduate

Current Program:
Associate in Science
Major: LIBERAL ARTS

NAME OF: COURSE TITLE: CREDIT HRS: PER YR

INSTITUTIONS RECEIVED:

NAME OF	COURSE TITLE	CREDIT HRS	PER YR
INSTITUTIONS RECEIVED:			
Spring 2008			
1001 GEN	Mathematics-Gen Ed	3.00	18.00
1001 GEN	Liberal Arts Requirement	3.00	18.00
Hours: 7.00 CREDIT HRS: 7.00 PER YR: 18.00 CREDIT HRS			
Transfer from [REDACTED]			
Transfer from [REDACTED]			
***** TRANSCRIPT FROM *****			
Received from [REDACTED] [REDACTED] [REDACTED] [REDACTED]			
TOTAL INSTITUTION	7.00	7.00	18.00 18.00
OTHER TRANSFER	0.00	0.00	0.00 0.00
TOTAL	7.00	7.00	18.00 18.00
***** END OF TRANSCRIPT *****			

THE COLLEGE NAME APPEARS IN WHITE INSTEAD ACROSS THE PAGE OF THIS IN ITS EACH PAGE

A PHOTOCOPY OF THIS TRANSCRIPT IS NOT OFFICIAL

AN OFFICIAL ENDORSEMENT OF THE COLLEGE IS REQUIRED

PLEASE CONTACT THE REGISTRAR FOR MORE INFORMATION

Ernesto Navarro, Registrar

In accordance with FERPA and the Family Educational Rights and Privacy Act of 1974, this transcript is provided to you for your use only. It is not to be used for any other purpose, and you must not disclose any information from this transcript to any other person without the student's written consent. The student is responsible for any and all errors.

How to Authenticate This Official PDF Transcript

This official PDF transcript has been transmitted electronically to the recipient, and is intended solely for use by that recipient. It is not permissible to replicate this document or forward it to any person or organization other than the identified recipient. Release of this record or disclosure of its contents to any third party without written consent of the record owner is prohibited.

This official transcript has been digitally signed and therefore contains special characteristics. This document will reveal a digital certificate that has been applied to the transcript, and for optimal results, we recommend that this document is viewed with the latest version of Adobe® Acrobat or Adobe® Reader. This digital certificate will appear in a pop-up screen or status bar on the document, display a blue ribbon, and declare that the document was certified by "Parchment, Parchment" with a valid certificate issued by GlobalSign CA for Adobe®. This document certification can be validated by clicking on the Signature Properties of the document.



The Blue Ribbon Symbol: The blue ribbon is your assurance that the digital certificate is valid, the document is authentic, and the contents of the transcript have not been altered.



Invalid: If the transcript does not display a valid certification and signature message, reject this transcript immediately. An invalid digital certificate display means either the digital signature is not authentic, or the document has been altered. The digital signature can also be revoked by the transcript office if there is cause, and digital signatures can expire. A document with an invalid digital signature display should be rejected.



Author Unknown: Lastly, one other possible message, Author Unknown, can have two possible meanings: The certificate is a self-signed certificate or has been issued by an unknown or untrusted certificate authority and therefore has not been trusted, or the revocation check could not complete. If you receive this message make sure you are properly connected to the internet. If you have a connection and you still cannot validate the digital certificate on-line, reject this document.

The current version of Adobe® Reader is free of charge, and available for immediate download at <http://www.adobe.com>.

WESTERN CONNECTICUT STATE UNIVERSITY
OFFICE OF THE REGISTRAR
DANBURY, CT 06810

Student No: [REDACTED]

09-JUN-2021

Record of: Magdalena Szczerbacki
Current Name: Magdalena Szczerbacki

Issued To: Jeanette Lupinacci
 Parchment: 34723482
 Certified eTranscript

Course Level: Graduate

Current Program

Master of Science in Nursing

Program : MSN, Adult Gerontology Nur Prc

College : School of Professional Studies

Major : Nursing

Maj/Concentration : Adult Gerontology Nurse Pract.

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

INSTITUTION CREDIT:

Spring 2018

NUR 501	Theor Basis of Nur Practice	3.00 A	12.00
Ehrs:	3.00	GPA-Hrs: 3.00	QPts: 12.00 GPA: 4.00
Cum. Ehrs:	3.00	GPA-Hrs: 3.00	QPts: 12.00 GPA: 4.00

Fall 2018

NUR 502	Cntmpny Iss in Hlth Care Deliv	2.00 A	8.00
Ehrs:	2.00	GPA-Hrs: 2.00	QPts: 8.00 GPA: 4.00
Cum. Ehrs:	5.00	GPA-Hrs: 5.00	QPts: 20.00 GPA: 4.00

Spring 2019

NUR 511	Found of Clinical Nur Prac	3.00 A	12.00
NUR 515	Advanced Pathophysiology	3.00 A	12.00
Ehrs:	6.00	GPA-Hrs: 6.00	QPts: 24.00 GPA: 4.00
Cum. Ehrs:	11.00	GPA-Hrs: 11.00	QPts: 44.00 GPA: 4.00

Fall 2019

NUR 504	Nursing Research	3.00 A	12.00
Ehrs:	3.00	GPA-Hrs: 3.00	QPts: 12.00 GPA: 4.00
Cum. Ehrs:	14.00	GPA-Hrs: 14.00	QPts: 56.00 GPA: 4.00

Spring 2020

NUR 570	Advanced Clinical Pharmacology	3.00 A	12.00
NUR 575	Advanced Health Assessment	3.00 A	12.00
Ehrs:	6.00	GPA-Hrs: 6.00	QPts: 24.00 GPA: 4.00
Cum. Ehrs:	20.00	GPA-Hrs: 20.00	QPts: 80.00 GPA: 4.00

Fall 2020

NUR 580	Nur Mgt of Acutely Ill Adult	2.00 A	8.00
---------	------------------------------	--------	------

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Institution Information continued:

NUR 582	Adult-Gerontology PC Nurse	5.00 P	0.00
Ehrs:	7.00	GPA-Hrs: 2.00	QPts: 8.00 GPA: 4.00
Cum. Ehrs:	27.00	GPA-Hrs: 22.00	QPts: 68.00 GPA: 4.00

Spring 2021

NUR 585	Adv Nur Prac;Chron Ill Adult	2.00 A-	7.34
NUR 588	Adult-Geront Primary Care Nurs	5.00 P	0.00
Ehrs:	7.00	GPA-Hrs: 2.00	QPts: 7.34 GPA: 3.67
Cum. Ehrs:	34.00	GPA-Hrs: 24.00	QPts: 95.34 GPA: 3.97

Fall 2021

IN PROGRESS WORK

NUR 590	Profess Role in Adv Pract Nurs	7.00	IN PROGRESS
In Progress Credits		7.00	

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	34.00	24.00	95.34	3.97

TOTAL TRANSFER	0.00	0.00	0.00	0.00
----------------	------	------	------	------

OVERALL	34.00	24.00	95.34	3.97
---------	-------	-------	-------	------

***** END OF TRANSCRIPT *****

CUM = cumulative

A alterations of this transcript may be a criminal offense. In accordance with the Family Educational Rights and Privacy Act of 1974, this information may not be released to any party without the student's written consent.

Keith R. Gauvin
 Keith R. Gauvin, Registrar

WESTERN CONNECTICUT STATE UNIVERSITY

OFFICE OF THE REGISTRAR
DANBURY, CT 06810

Student No: [REDACTED]

09-JUN-2021

Record of: Magdalena Szczerbacki
Current Name: Magdalena Szczerbacki
[REDACTED]

Issued To: Jeanette Lupinacci
Parchment: 34723482
Certified eTranscript

Course Level: Undergraduate

Current Program

Bachelor of Science

Program : BS Nursing

College : School of Professional Studies

Major : Nursing

Degree Awarded: Bachelor of Science 22-MAY-2016

Major : Nursing

Inst. Honors: Summa Cum Laude

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Transfer Information continued:

Ehrs: 7.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Cum. Ehrs: 75.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: .00

Spring 2013 France

ACC 201	Financial Accounting	3.00	T
---------	----------------------	------	---

ECO 100	Princ of Macroeconomics	3.00	T
---------	-------------------------	------	---

ECO 101	Principles of Microeconomics	3.00	T
---------	------------------------------	------	---

MAT 991	Gen Educ Mathematics Elective	3.00	T
---------	-------------------------------	------	---

MKT 301	Principles of Marketing	3.00	T
---------	-------------------------	------	---

Ehrs: 15.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Cum. Ehrs: 90.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: .00

Spring 2015 Manchester Community College

COM 162	Interpersonal Communication	3.00	T
---------	-----------------------------	------	---

Ehrs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Cum. Ehrs: 93.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: .00

Fall 2015 Departmental Examination

HPX 205	Nutrition and Health	2.00	E
---------	----------------------	------	---

Ehrs: 2.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Cum. Ehrs: 95.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: .00

INSTITUTION CREDIT:

Spring 2013

NUR 221	Physical Assmnt Across Life Sp	3.00	A	12.00
---------	--------------------------------	------	---	-------

Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Cum. Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Fall 2013

NUR 332	Pharmacology, Pathophys & Nurs	3.00	A	12.00
---------	--------------------------------	------	---	-------

Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Cum. Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Spring 2014

NUR 336	Human Health Experience	3.00	A	12.00
---------	-------------------------	------	---	-------

Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Cum. Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00

***** CONTINUED ON PAGE 2 *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Spring 2013 Tunxis Community College

BIO 103	General Biology I	4.00	T
---------	-------------------	------	---

BIO 105	Anatomy & Physiology I	4.00	T
---------	------------------------	------	---

BIO 106	Anatomy & Physiology II	4.00	T
---------	-------------------------	------	---

CHE 991	Gen Educ Science Elective	4.00	T
---------	---------------------------	------	---

HIS 148	American History to 1877	3.00	T
---------	--------------------------	------	---

MAT 120	Elementary Statistics	3.00	T
---------	-----------------------	------	---

PSY 100	Introductn to Political Science	3.00	T
---------	---------------------------------	------	---

SOC 100	Intro to Sociology	3.00	T
---------	--------------------	------	---

SPA 162	Introductory Spanish I	3.00	T
---------	------------------------	------	---

SPA 164	Introductory Spanish II	3.00	T
---------	-------------------------	------	---

WRT 991W	Gen Educ Writing Intensive	3.00	T
----------	----------------------------	------	---

Ehrs: 37.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Cum. Ehrs: 37.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: .00

Spring 2013 Naugatuck Valley Cnty College

HIS 149	American History Since 1877	3.00	T
---------	-----------------------------	------	---

NUR 205	Fundamentals of Nursing	4.00	T
---------	-------------------------	------	---

NUR 225	Drugs and Diagnostics	2.00	T
---------	-----------------------	------	---

NUR 235	Clinical Nursing Practice I	5.00	T
---------	-----------------------------	------	---

NUR 255	Clinical Nursing Practice II	6.00	T
---------	------------------------------	------	---

NUR 300	Mental Health Nursing	4.00	T
---------	-----------------------	------	---

NUR 325	Nrsng Care Childbrng Family	7.00	T
---------	-----------------------------	------	---

Ehrs: 31.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Cum. Ehrs: 68.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: .00

Spring 2013 Capital Community College

BIO 215	Microbiology	4.00	T
---------	--------------	------	---

PSY 991	Gen Educ Psychology Elective	3.00	T
---------	------------------------------	------	---

***** CONTINUED ON NEXT COLUMN *****

Alterations of this transcript may be a criminal offense. In accordance with the Family Educational Rights and Privacy Act of 1974, this information may not be released to any party without the student's written consent.

Keith R. Gauvin
Keith R. Gauvin, Registrar

WESTERN CONNECTICUT STATE UNIVERSITY

**OFFICE OF THE REGISTRAR
DANBURY, CT 06810**

Student No: XXXXXXXXXX

09-JUN-2021

Record of: Magdalena Szczerback

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Fall 2014

NUR 220	Transition to Prof Practice	3.00 A	12.00
NUR 230	Principles of Community Health	3.00 A	12.00
	Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00		
Cum.	Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 60.00 GPA: 4.00		

Spring 2015

NUR 299	The Nurse as Hospice	1.00 A	4.00
NUR 361	Research Process in Nursing	2.00 A-	7.34
	Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 11.34 GPA: 3.78		
Cum.	Ehrs: 18.00 GPA-Hrs: 18.00 QPts: 71.34 GPA: 3.96		

Summer 2015

HPX 177	Fitness for Life - Lecture	1.00 A	4.00
HPX 177	Student Independent Activities	1.00 A	4.00
	Ehrs: 2.00 GPA-Hrs: 2.00 QPts: 8.00 GPA: 4.00		
Cum.	Ehrs: 20.00 GPA-Hrs: 20.00 QPts: 79.34 GPA: 3.96		

Fall 2015

NUR 330	Nursing in the Community	4.00 A	16.00
	Ehrs: 4.00 GPA-Hrs: 4.00 QPts: 16.00 GPA: 4.00		
Cum.	Ehrs: 24.00 GPA-Hrs: 24.00 QPts: 95.34 GPA: 3.97		

Spring 2016

NUR 301	Nursing Leadership in HC Organ	3.00 A	12.00
NUR 376	Professional Nursing Role Dev	4.00 A	16.00
	Ehrs: 7.00 GPA-Hrs: 7.00 QPts: 28.00 GPA: 4.00		
Cum.	Ehrs: 31.00 GPA-Hrs: 31.00 QPts: 123.34 GPA: 3.97		

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	31.00	31.00	123.34	3.97

TOTAL TRANSFER	95.00	0.00	0.00	0.00
----------------	-------	------	------	------

OVERALL	126.00	31.00	123.34	3.97
---------	--------	-------	--------	------

***** END OF TRANSCRIPT *****

CUM = cumulative

Alterations of this transcript may be a criminal offense. In accordance with the Family Educational Rights and Privacy Act of 1974, this information may not be released to any party without the student's written consent.

Keith R. Gauvin
Keith R. Gauvin, Registrar

WESTERN CONNECTICUT STATE UNIVERSITY

ACCREDITATION: Western Connecticut State University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Additional and program accreditation by:

The Connecticut Board of Regents of Higher Education
The Connecticut State Department of Education
The American Chemical Society
The Council for Accreditation of Counseling and Related Educational Programs
The Council on Social Work Education
The Commission on Collegiate Nursing Education
The National Association of Schools of Music
The National Council for Accreditation of Teacher Education

CREDIT HOUR: A semester hour of credit is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
2. or the equivalent amount of work over a different amount of time;
3. or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other engaged academic time leading toward the award of credit hours.

COURSE NUMBERS AND TITLES: In the past there have been numerous changes and adjustments in the curriculum and course offerings. For this reason many of the course numbers have been changed. It is therefore advisable to consider only course titles, and not course numbers in evaluating or interpreting this transcript as the same number may be assigned to two different courses. Where duplicate course numbers exist and appear to be in error, please disregard the number and depend entirely on the course title. All graduate level courses are numbered in the 500, 600, 700 or 800's.

Explanation of Marking System (The following letter grade system is used)

A	4.0	D+	1.33	INC	Incomplete
A-	3.67	D-	.67	T	Transfer
B+	3.33	F	0.0	RM	Remediate
B	3.0	P	Passed	RP	Repeat
B-	2.67	FP	Failure (P/F Course)	W	Withdrawn
C+	2.33	E	Credit by Exam	WF	Withdrawn Failing
C	2.0	AUD	Audit	X	University Challenge Exam Credit
C-	1.67				

Cumulative averages do not reflect courses earning credit with a grade of "P." Graduate students may earn a grade of D+ and undergraduate students may be graded D-.

Repeated courses are indicated by the letter 'E' (exclude) or the letter 'I' (include) under the column marked 'R'. Excluded courses are not included in either the semester total or in the cumulative GPA.

REQUIREMENTS FOR GRADUATION: Students are eligible for the bachelor or associate degree upon successful completion of general education, the major, and total credit requirements for that degree. A cumulative grade point average of 2.0 or higher for all credits attempted at Western is required for graduation, as well as a grade point average of 2.0 or higher in all courses for the major. Certain programs have a higher minimum standard. In addition, at least 30 credits and at least half of the major requirements must be completed at Western. A cumulative grade point average of 3.0 or higher for all credits attempted in graduate programs at Western is required for graduation.

SIXTH YEAR PROGRAM: The Sixth Year Professional Diploma of Advanced Study provides opportunity for experienced and qualified candidates to pursue a planned program of advanced graduate work beyond the Master's Degree and to develop additional competency in an area of specialization.

TO EARN A RECOMMENDATION FOR A TEACHING CERTIFICATE: All education majors in academic fields are required to complete 12 semester hours of professional laboratory experience. The professional laboratory experience is graded on a pass/fail basis. Elementary Education Majors in the Interdisciplinary program complete a full year of residency in their senior year.

**STATE OF CONNECTICUT
BOARD OF EXAMINERS FOR NURSING**

Jennifer Martin, L.P.N.
License No. 026303

Petition No. 2018-142

MEMORANDUM OF DECISION

Procedural Background

On February 26, 2020, the Department of Public Health ("Department") filed a Statement of Charges ("Charges") with the Board of Examiners for Nursing ("Board") against Jennifer Martin ("Respondent"). Board ("Bd.") Exhibit ("Ex.") 1. The Charges allege Respondent violated Chapter 378 of the Connecticut General Statutes ("Conn. Gen. Stat."), subjecting Respondent's licensed practical nurse ("LPN") license to disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99(b).

On March 5, 2020, the Charges and Notice of Hearing were sent by first class and certified mail to 66 Oak Bluff Road, Milford, CT 06461 and by electronic mail ("e-mail") to nursejenn7112@gmail.com, Respondent's addresses of record on file with the Department. Bd. Ex. 2. The Notice of Hearing informed that a hearing had been scheduled for April 15, 2020. Id.

On April 7, 2020, a Notice for Hearing Postponement was sent to Respondent as a result of Governor Ned Lamont's March 20, 2020 public health and civil preparedness emergency declaration. Bd. Ex. 3.

On September 29, 2020, a Notice of Hearing ("Notice"), informing that the hearing had been rescheduled to December 16, 2020, was sent to Respondent via e-mail to nursejenn7112@gmail.com, Respondent's last known e-mail address of record.¹ The Notice provided

¹ Pursuant to the May 27, 2020 Order of the Commissioner of the Department of Public Health, "Section 19a-9-18 of the Regulations of Connecticut State Agencies is modified to permit delivery of notices of hearing to be by email only, and to deem such notice to be effective and sufficient if sent to the party's last known email address of record on file with the Department."

In accordance with Conn. Gen. Stat. § 19a-89, "Whenever any person holding a license... issued by the Department of Public Health changes his office or residence address, he shall, within thirty days thereafter notify said department of his new office or residence address." In this case, Respondent did not provide the Department any notification of a change of address as required by Conn. Gen. Stat. § 19a-89. Therefore, notice was sent to Respondent's last known e-mail address of record, and pursuant to the May 27, 2020 Order of the Commissioner of the Department of Public Health, service of notice to such email address is deemed sufficient.

Respondent with the video link and phone number to attend the hearing via video conference. Bd. Ex. 4.² The Notice sent via e-mail was not returned as undeliverable.

On December 16, 2020, Respondent requested a continuance of the hearing, citing issues with her car. The Board denied the request, and Respondent was again provided the video link and phone number to attend the hearing virtually. Bd. Ex. 5.

On December 16, 2020, the hearing proceed as scheduled, via TEAMS video conference.³ Respondent did not appear and was not represented by counsel. Attorney Joelle Newton represented the Department. Transcript (“Tr.”) pages (“pp.”) 1-14.

Each member of the Board involved in this decision attests that she was present at the hearing, or has reviewed the record, and that this decision is based entirely on the record, the law, and the Board’s specialized professional knowledge in evaluating the evidence.⁴ *Pet v. Department of Health Services*, 228 Conn. 651 (1994).

Allegations

1. In paragraph 1 of the Charges, the Department alleges that Respondent of Milford, Connecticut is, and has been at all times referenced in the Charges, the holder of Connecticut licensed practical nursing license number 026303.
2. In paragraph 2 of the Charges, the Department alleges that during about April 2017, Respondent was employed as a licensed practical nurse for Almost Family, located in New Haven, Connecticut (“Almost Family”).
3. In paragraph 3 of the Charges, the Department alleges on or about April 16 and/or 17, 2017, Respondent provided care to patient A.N. in Orange, Connecticut.
4. In paragraph 4 of the Charges, the Department alleges that on or about April 17, 2017, Respondent removed three clonazepam pills from A.N.’s medication administration area and placed the pills in her pocket.
5. In paragraph 5 of the Charges, the Department alleges that the above facts constitute grounds for disciplinary action pursuant to Connecticut General Statute § 20-99(b) including, but not limited to § 20-99(b)(2);

² The Notice is hereby identified and entered into the record as Board Exhibit 4. Bd. Ex. 4.

³ The e-mail communication between Respondent and Board Liaison, Jeffrey Kardys which includes Respondent’s request for continuance and the Board’s denial of Respondent’s request for continuance, is hereby identified and entered into the record as Board Exhibit 5. Bd. Ex. 5.

⁴ On December 16, 2020, the day of the hearing, the Board did not have a quorum. On January 20, 2021, the Board reconvened to rule on the Department’s Motion to Deem the Allegations Admitted and to conduct fact-finding.

Findings of Fact

1. The Department provided Respondent with reasonable and adequate written notice of the December 16, 2020 hearing and the allegations contained in the Charges. Bd. Ex. 1-5.
2. On December 16, 2020, the Board convened the scheduled hearing. Respondent did not appear at the hearing after her request for continuance was denied. Bd. Ex. 5; Tr., pp. 1-10.
3. Respondent did not file an Answer to the Charges. Tr., pp. 5-8.
4. The factual allegations contained in paragraphs 1 through 6 of the Charges are deemed admitted and true. Bd. Ex. 1; Tr., pp. 8.

Discussion and Conclusions of Law

The Department bears the burden of proof by a preponderance of the evidence in this matter. *Jones v. Connecticut Medical Examining Board*, 309 Conn. 727, 739-740 (2013).

The Department sustained its burden of proof with regard to all of the allegations contained in the Charges.

Conn. Gen. Stat. §20-99 provides, in pertinent part, that:

- (a) The Board . . . shall have jurisdiction to hear all charges of conduct which fails to conform to the accepted standards of the nursing profession brought against persons licensed to practice nursing. After holding a hearing . . . said board, if it finds such person to be guilty, may revoke or suspend his or her license or take any of the actions set forth in section 19a-17. . . .
- (b) Conduct which fails to conform to the accepted standards of the nursing profession includes, but is not limited to, the following: . . . (2) illegal conduct, incompetence or negligence in carrying out usual nursing functions . . .

In accordance with § 19a-9-20 of the Regulations, a hearing shall proceed, “at the time and place specified in the notice of hearing, notwithstanding any failure of Respondent to file an answer within the time provided. If no answer has been timely filed, the allegations shall be deemed admitted.” In this case, Respondent failed to file an Answer to the Charges and did not appear for the hearing to contest the allegations. Bd. Ex. 1; Tr., p. 8. Therefore, the allegations are deemed admitted. Moreover, the record establishes that the Department sustained its burden of proof with respect to all of the allegations in the Charges. Bd. Ex. 1; Tr., p. 8. Department

(“Dept.”) Exhibit (“Ex.”) 1, pp. 3, 12, 31-34 (sealed). Specifically, a preponderance of the evidence establishes that Respondent, of Milford, Connecticut, holds Connecticut licensed practical nursing license number 026303, (Dept. Ex. 1, pp. 3, 12, 31-34 (sealed)). The evidence further establishes that on or about April 17, 2017, while practicing nursing at Almost Home in New Haven, Respondent, while providing care for patient A.N., removed three clonazepam pills for A.N’s medication administration area and placed the pills in her pocket in violation of Conn. Gen. Stat. § 20-99(b)(2). Dept. Ex. 1, pp. 3, 12, 31-34 (sealed).

The Board concludes that Respondent’s conduct, as alleged in the Charges, deemed admitted, and established by a preponderance of the evidence, constitutes grounds for disciplinary action pursuant to Conn. Gen Stat. §§ 20-99(a), 20-99(b)(2) and 19a-17. The Board further concludes, based upon a preponderance of the evidence, that Respondent cannot practice as a licensed practical nurse with reasonable skill and safety.

Order

Based on the record in this case, the above findings of fact, and conclusions of law, the Board hereby orders, with respect to licensed practical nurse license number 026303 held by Jennifer Martin, L.P.N., as follows:

1. Respondent’s license number 026303 to practice as a licensed practical nurse in the State of Connecticut is hereby **REVOKED**.
2. This Memorandum of Decision becomes effective upon signature.

The Board of Examiners for Nursing hereby informs Respondent, Jennifer Martin and the Department of this decision.

Dated at Hartford, Connecticut this _____ day of _____, 2021.

BOARD OF EXAMINERS FOR NURSING

By _____
Patricia C. Bouffard, D.N.Sc., Chair

**STATE OF CONNECTICUT
BOARD OF EXAMINERS FOR NURSING**

Nicholas Lewonczyk, L.P.N.
License No. 033506

Petition No. 2017-50

AMENDED MEMORANDUM OF DECISION

I

Procedural Background

On October 30, 2019, the Department of Public Health ("Department") filed a Statement of Charges ("the Charges") with the Board of Examiners for Nursing ("Board"). Board ("Bd.") Exhibit ("Ex."). Bd. Ex. 1. The Charges allege that Nicholas Lewonczyk's ("Respondent") violations of Chapter 378 of the General Statutes of Connecticut ("Conn. Gen. Stat."), would subject Respondent's licensed practical nurse ("L.P.N.") license number 033506 to disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99(b)(4) and/or 20-99 (b)(5). Bd. Ex. 1.

On February 26, 2020, the Notice of Hearing was sent to Respondent via certified mail, return receipt requested, first class mail and electronic mail. Bd. Ex. 2.

On March 13, 2020, a Revised Notice of Hearing was sent to Respondent via first class mail and electronic mail at lewonczyks@aol.com. The hearing was scheduled to convene on March 18, 2020. Bd. Ex. 3.

On March 16, 2020, a Notice of Postponement was sent to Respondent via email at lewonczyks@aol.com. A new hearing date was not determined at that time. Bd. Ex. 4.

On June 15, 2020, a Notice of Hearing ("Notice") was emailed to Respondent to inform him that the hearing, to be held by video conference, was rescheduled to July 15, 2020. Bd. Ex. 5.

On July 15, 2020, the hearing was held. Respondent was present at the hearing and was not represented by legal counsel. Attorney Diane Wilan represented the Department. Transcript ("Tr.") p. 3. The hearing was adjourned after Respondent's brief testimony in executive session. Tr. 7/15/2020, p. 15. At the hearing, Respondent requested a continuance to obtain his treatment records; Respondent's request was granted. Tr. 7/15/2020, pp. 15-17.

The hearing was continued until September 16, 2020, to provide Respondent sufficient time to obtain updated treatment records. Tr. 7/15/2020, pp. 25-30.

On September 16, 2020, the hearing reconvened. Respondent was present at the hearing and was not represented by legal counsel. Attorney Diane Wilan represented the Department. Tr. 9/16/2020, p. 3.

Following the close of the record, the Board conducted fact finding.

Each member of the Board involved in this decision attests that he or she was present at the hearing or has reviewed the record, and that this decision is based entirely on the record, the law, and the Board's specialized professional knowledge in evaluating the evidence. *Pet v. Department of Health Services*, 228 Conn. 651 (1994).

II *Allegations*

1. In paragraph 1 of the Charges, the Department alleges that Respondent of Stratford, Connecticut is, and has been at all times, as referenced in the Charges, the holder of Connecticut L.P.N. license number 033506.
2. In paragraph 2 of the Charges, the Department alleges that Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence.
3. In paragraph 3 of the Charges, the Department alleges that Respondent's emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may affect his practice as a licensed practice nurse.
4. In paragraph 4 of the Charges, the Department alleges that the above facts constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 20-99(b), including, but not limited to 20-99(b)(4) and/or 20-99(b)(5).

III *Findings of Fact*

1. Respondent of Stratford, Connecticut is, and has been at all times, as referenced in the Charges, the holder of Connecticut L.P.N. license number 033506.
2. Respondent has a history of drug abuse including the use of heroin and cannabis. Department ("Dept.") Ex. 1, pp. 1-5, 101-102 (under seal).
3. In 2013, Respondent became addicted to oxycontin. Tr. 7/15/2020, pp. 4-6 (under seal).
4. During this same timeframe, Respondent was diagnosed with situational anxiety and opioid dependence. Tr. 7/15/2020, pp. 5-6, 26-27 (under seal).
5. In the timeframe of December 2016 through January 2017, Respondent was diagnosed as bipolar, current episode, hypomanic uncomplicated opioid dependence, and cannabis abuse. Dept. Ex. 1, pp. 1-2, 20-21, 49-50 (under seal); Tr. 7/15/2020, pp. 9-10 (under seal).

6. On May 22, 2017, Respondent entered into an Interim Consent Order (“ICO”), which suspended his license due to his abuse of controlled substances. Dept. Ex. 1, p. 3 (under seal); Dept. Ex. 1, pp. 75-77; Tr. 7/15/2020, pp. 10-12.
7. On June 5, 2019, Respondent was again diagnosed with circumstantial anxiety and substance abuse. Dept. Ex. 1, p. 5 (under seal); Tr. 9/16/2020, pp. 21-22 (under seal).
8. In September 2019, Respondent’s urinalysis results were positive for Ativan (Lorazepam), which was prescribed for him, and cannabis. Tr. 7/15/2020, pp. 10-11.
9. On May 15, 2020 and July 31, 2020, Respondent’s urinalysis results were positive for benzodiazepines, which were prescribed for anxiety. Tr. 9/16/2020, pp. 14-15 (under seal).
10. Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence. Tr. 7/15/2020, pp. 6-10 (under seal).
11. Since Respondent’s emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may affect his practice as a licensed practice nurse, Respondent has been in individual and group counseling since 2012 (Resp. Ex. 1, pp. 3, Tr. 9/16/2020, p. 17, under seal); submits to drug screenings (Resp. Ex. 1, pp. 4-13 (under seal) and has attended AA/NA meetings before COVID-19 restrictions. Tr. 7/15/2020, pp. 6-15, 18, 21-22 (under seal).

IV

Discussion and Conclusions of Law

The Department bears the burden of proof by a preponderance of the evidence in this matter. *Jones v. Connecticut Medical Examining Board*, 309 Conn. 727, 739-740 (2013).

Conn. Gen. Stat. § 20-99 provides, in pertinent part, that:

- (a) The Board ... shall have jurisdiction to hear all charges of conduct which fails to conform to the accepted standards of the nursing profession brought against persons licensed to practice nursing. After holding a hearing ... said board, if it finds such person to be guilty, may revoke or suspend his or her license or take any of the actions set forth in section 19a-17...
- (b) Conduct which fails to conform to the accepted standards of the nursing profession includes, but is not limited to, the following: ... (4) emotional disorder or mental illness; (5) abuse or excessive use of drugs, including alcohol, narcotics or chemicals; ...

With respect to the allegations contained in the Charges, Respondent admitted the allegation contained in paragraph 1 of the Charges, but denies the allegations contained in paragraphs 2 and 3 of the Charges. Tr. 7/15/2020, pp. 5-6. However, the Board finds that the Department sustained its burden of proof by a preponderance of the evidence with respect to all

of the allegations contained in paragraphs 1, 2 and 3 of the Charges. Findings of Fact (“FF”) 1-11.

With respect to the allegations contained in paragraph 2 of the Charges, the record establishes that Respondent was diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence. Respondent has a history of using heroin and cannabis. FF 2.

In 2013, Respondent became addicted to oxycontin. FF 3. During this same timeframe, Respondent was diagnosed with situational anxiety and opioid dependence. FF 4.

In December 2016 through January 2017, Respondent was diagnosed as bipolar, current episode, hypomanic uncomplicated opioid dependence, and cannabis abuse. FF 5.

On May 22, 2017, Respondent entered into an Interim Consent Order (“ICO”) due to his abuse of controlled substances. FF 6. On June 4, 2019, Respondent was again diagnosed with circumstantial anxiety and substance abuse. FF 7. In September 2019, Respondent’s urinalysis results were positive for Ativan (Lorazepam), which was prescribed for him, and cannabis. FF 8. Respondent testified that he takes over the counter CBD oil for concussion type symptoms. The CBD oil contains 0.3 percent THC which is categorized as cannabis in his urine screens. Respondent denies consuming any cannabis. Tr. 7/15/2020, p. 11.

On May 15, 2020 and July 31, 2020, Respondent’s urinalysis results were positive for benzodiazepines, which were prescribed for anxiety. FF 9. Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence. FF 10.

Since Respondent’s emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may affect his practice as a licensed practice nurse, Respondent has been in individual and group counseling since 2012; submits to drug screenings and consistently attended AA/NA meetings before COVID-19 restrictions. FF 11.

The conduct admitted, in conjunction with the Department’s sustaining its burden of proof, renders Respondent’s license subject to sanctions, including among others, revocation, suspension or probation. *See*, Conn. Gen. Stat. §§ 19a-17(a) (1), (2) and (5). Nonetheless, based on Respondent’s commitment to his sobriety, via continuous participation in individual and group therapy, regular attendance at AA/NA weekly meetings, and random negative urine screens (Tr. 9/16/2020,pp. 25-29), the Board finds that Respondent can practice nursing with reasonable skill and safety under the terms of this Order.

Order

Based on the record in this case, the above findings of fact and conclusions of law, and pursuant to the authority vested in it by Conn. Gen. Stat. §§ 19a-17(a)(1), (2) and (5) and 20-99(b)(4) and (5), the Board finds that the conduct alleged and proven warrants the disciplinary action imposed by this Order. Therefore, the Board hereby orders, with respect to Respondent's license number 033506 as follows:

1. Respondent's license shall be placed on probation for a period of four years under the following terms and conditions. If any of the conditions of probation are not met, Respondent's L.P.N. license may be subject to disciplinary action pursuant to Conn. Gen. Stat. § 19a-17.
2. Respondent's L.P.N. license number 033506 is hereby reinstated and immediately restricted in that he is prohibited from practicing as a L.P.N. and may use his L.P.N. license for the sole purpose of participating in a refresher program as set forth in paragraph 3 of this Order.
3. Respondent shall successfully complete a Board-approved L.P.N. refresher course with a clinical component and successfully take the licensing examination for L.P.N(s) (offered by the National Council of State Boards of Nursing Licensing Examination, "NCLEX").
 - A. Certification of successful completion of the L.P.N. refresher program shall be submitted to the Department, directly from the educational institution where said program was taken, within thirty (30) days of the program's completion. Respondent shall incur all expenses associated with applying for and taking the L.P.N. licensing examination (NCLEX).
 - B. Respondent shall attain a passing score on the licensing examination for L.P.Ns.
 - C. Until such time that Respondent successfully completes the L.P.N. refresher program and attains a passing score on the L.P.N. licensing examination (NCLEX), Respondent is prohibited from practicing as a L.P.N. and Respondent's L.P.N. license will be restricted and used for the sole purpose of participating in the L.P.N. refresher program.
4. Within 30 days of completion of the refresher course, Respondent shall provide proof to the satisfaction of the Department of his successful completion of the refresher program.
 - A. During the period of probation, the Department shall pre-approve Respondent's employment and/or change of employment within the nursing profession.

- B. Respondent shall not be employed as a nurse for a personnel provider service, assisted living services agency, homemaker-home health aide agency, or home health care agency, and shall not be self-employed as a nurse during the probationary period.
- C. Respondent shall provide a copy of this Decision to any and all employers if employed as a nurse during the probationary period. The Department shall be notified in writing by any employer(s), within 30 days of the commencement of employment, as to receipt of a copy of this Decision.
- D. Respondent shall not administer, count or have access to controlled substances, or have responsibility for such activities in the course of nursing duties during the first six months of working as a nurse during the probationary period.
- E. If employed as a nurse, Respondent shall cause employer reports to be submitted to the Department by his immediate supervisor during the entire probationary period. Employer reports shall be submitted commencing with the report due on the first business day of the month following employment as a nurse. Employer reports shall be submitted at least monthly for the first and fourth years of the probationary period; and, at least quarterly for the second and third years of the probationary period.
- F. The employer reports cited in Paragraph E above shall include documentation of Respondent's ability to practice nursing safely and competently. Employer reports shall be submitted directly to the Department at the address cited in Paragraph Q below.
- G. Should Respondent's employment as a nurse be involuntarily terminated or suspended, Respondent and his employer shall notify the Department within 72 hours of such termination or suspension.
- H. If Respondent pursues further training in any subject area that is regulated by the Department, Respondent shall provide a copy of this Decision to the educational institution or, if not an institution, to Respondent's instructor. Such institution or instructor shall notify the Department in writing as to receipt of a copy of this Decision within 15 days of receipt. Said notification shall be submitted directly to the Department at the address cited in Paragraph Q below.

- I. At his expense, Respondent shall engage in therapy and counseling for chemical dependency with a licensed or certified therapist, approved by the Department, during the entire probationary period. Additionally, Respondent shall obtain a sponsor and participate in AA/NA meetings at least 10 times a month for the entire probationary period and shall submit to the Department written documentation of his participation and/or attendance.
- J. Respondent shall provide a copy of this Decision to his therapist. The Department shall be notified in writing by his therapist, within 30 days of the effective date of this Decision, as to receipt of a copy of this Decision.
- K. Respondent shall cause evaluation reports to be submitted to the Department by his therapist during the entire probationary period. Therapist reports shall be submitted at least monthly for the first and fourth years of the probationary period; and, at least quarterly for the second and third years of the probationary period.
- L. The therapist reports cited in Paragraph K above shall include documentation of dates of treatment, and an evaluation of Respondent's progress, including alcohol and drug free status, and ability to practice nursing safely and competently. Therapist reports shall be submitted directly to the Department at the address cited in Paragraph Q below.
- M. Observed random urine screens
 - (1) At his expense, Respondent shall be responsible for submitting to observed, random chain of custody urine screens for alcohol and drugs for the entire probationary period, at a testing facility approved by the Department. Random alcohol/drug screens shall be legally defensible in that specimen donor and chain of custody can be identified throughout the screening process.
 - (2) Respondent shall be responsible for notifying the laboratory and his therapist, the Department and his prescribing practitioner of any drug(s) he is taking. For any prescription of a controlled substance(s) for more than two consecutive weeks, Respondent shall cause the provider prescribing the controlled substance(s) to submit quarterly reports to the Department until such time as the controlled substance(s) are no longer prescribed. The reports shall include the following:

- a. A list of controlled substances prescribed by this provider;
- b. A list of controlled substance(s) prescribed by other providers;
- c. An evaluation of Respondent's need for the controlled substance;
- d. An assessment of Respondent's continued need for the controlled substance(s).

(3) There must be at least one such observed, random alcohol/drug screen on a weekly basis during the first and fourth years of the probationary period; and, at least monthly during the second and third years of the probationary period.

(4) Random alcohol/drug screens shall be negative for the presence of alcohol and drugs; excluding the drugs that Respondent's providers prescribe. All urine screens for alcohol will be tested for Ethyl Glucuronide (EtG) and Ethyl Sulfate (EtS) metabolites. All positive screen results shall be confirmed by the Gas Chromatograph Mass Spectrometer (GC/MS) testing method. Chain of custody documentation must accompany all laboratory reports and/or the laboratory reports must indicate that chain of custody procedures has been followed.

(5) Random alcohol/drug screens must include testing for the following substances:

- | | |
|--------------------------------|-----------------------|
| Amphetamines | Methadone |
| Barbiturates | Methaqualone |
| Benzodiazepines | Opiates (Metabolites) |
| Cannabinoids (THC Metabolites) | Phencyclidine (PCP) |
| Cocaine | Propoxyphene |
| Meperidine (Demerol) | Ethanol (alcohol) |
| Fentanyl | Stadol |
| Tramadol | |

(6) Laboratory reports of random alcohol and drug screens shall be submitted directly to the Department, at the address cited in Paragraph Q below, by Respondent's therapist, personal physician or the testing laboratory.

N. Respondent shall not obtain for personal use and/or use alcohol or any drug that has not been prescribed for him for a legitimate purpose, by a licensed health care practitioner authorized to prescribe medications. Respondent shall not abuse and/or excessively use any drugs that are prescribed for a legitimate medical purpose.

- O. Respondent is hereby advised that the ingestion of poppy seeds may produce a positive drug screen result indicating the presence of opiates/morphine. The ingestion of mouthwash, over the counter cough suppressants and cold/flu remedies may produce a positive result indicating the presence of alcohol. For that reason, any food substance containing poppy seeds, mouthwash and over the counter cough suppressants and cold/flu remedies should be avoided during the probationary period. In the event that a drug/alcohol screen is positive for opiates/morphine and/or alcohol, the ingestion of poppy seeds, mouthwash and over the counter cough suppressants and/or cold/flu remedies shall not constitute a defense to such positive screen.
- P. The Department must be informed in writing prior to any change of address.
- Q. All communications, payments if required, correspondence, and reports are to be addressed to:

Lavita Sookram, RN, Nurse Consultant
Practitioner Monitoring and Compliance Unit
Department of Public Health
Division of Health Systems Regulation
Board of Examiners for Nursing
410 Capitol Avenue, MS #12HSR
P. O. Box 340308
Hartford, CT 06134-0308

- 5. Any deviation from the terms of probation, without prior written approval by the Board, shall constitute a violation of probation, which will be cause for an immediate hearing on charges of violating this Order. Any finding that Respondent has violated this Order will subject Respondent to sanctions under Conn. Gen. Stat. §§ 19a-17(a) and (c), including but not limited to, the revocation of his license. Any extension of time or grace period for reporting granted by the Board shall not be a waiver or preclude the Board's right to take subsequent action. The Board shall not be required to grant future extensions of time or grace periods. Notice of revocation or other disciplinary action shall be sent to Respondent's address of record (most current address reported to the Practitioner Licensing and Investigations Section of the Healthcare Quality and Safety Branch of the Department).

6. This document has no bearing on any criminal liability without the written consent of the Director of Medicaid Fraud Control Unit or the Bureau Chief of the Division of Criminal Justice's Statewide Prosecution Bureau.

This Order is effective on the date it is signed by the Board.

The Board hereby informs Respondent, Nicholas Lewonczyk, and the Department of this decision.

Dated at Waterbury, Connecticut this _____ day of July, 2021.

BOARD OF EXAMINERS FOR NURSING

By _____
Patricia C. Bouffard, D.N.Sc., Chair

**STATE OF CONNECTICUT
BOARD OF EXAMINERS FOR NURSING**

Nicholas Lewonczyk, L.P.N.
License No. 033506

Petition No. 2017-50

AMENDED MEMORANDUM OF DECISION

I

Procedural Background

On October 30, 2019, the Department of Public Health ("Department") filed a Statement of Charges ("the Charges") with the Board of Examiners for Nursing ("Board"). Board ("Bd.") Exhibit ("Ex."). Bd. Ex. 1. The Charges allege that Nicholas Lewonczyk's ("Respondent") violations of Chapter 378 of the General Statutes of Connecticut ("Conn. Gen. Stat."), would subject Respondent's licensed practical nurse ("L.P.N.") license number 033506 to disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99(b)(4) and/or 20-99 (b)(5). Bd. Ex. 1.

On February 26, 2020, the Notice of Hearing was sent to Respondent via certified mail, return receipt requested, first class mail and electronic mail. Bd. Ex. 2.

On March 13, 2020, a Revised Notice of Hearing was sent to Respondent via first class mail and electronic mail at lewonczyks@aol.com. The hearing was scheduled to convene on March 18, 2020. Bd. Ex. 3.

On March 16, 2020, a Notice of Postponement was sent to Respondent via email at lewonczyks@aol.com. A new hearing date was not determined at that time. Bd. Ex. 4.

On June 15, 2020, a Notice of Hearing ("Notice") was emailed to Respondent to inform him that the hearing, to be held by video conference, was rescheduled to July 15, 2020. Bd. Ex. 5.

On July 15, 2020, the hearing was held. Respondent was present at the hearing and was not represented by legal counsel. Attorney Diane Wilan represented the Department. Transcript ("Tr.") p. 3. The hearing was adjourned after Respondent's brief testimony in executive session. Tr. 7/15/2020, p. 15. At the hearing, Respondent requested a continuance to obtain his treatment records; Respondent's request was granted. Tr. 7/15/2020, pp. 15-17.

The hearing was continued until September 16, 2020, to provide Respondent sufficient time to obtain updated treatment records. Tr. 7/15/2020, pp. 25-30.

On September 16, 2020, the hearing reconvened. Respondent was present at the hearing and was not represented by legal counsel. Attorney Diane Wilan represented the Department. Tr. 9/16/2020, p. 3.

Following the close of the record, the Board conducted fact finding.

Each member of the Board involved in this decision attests that he or she was present at the hearing or has reviewed the record, and that this decision is based entirely on the record, the law, and the Board's specialized professional knowledge in evaluating the evidence. *Pet v. Department of Health Services*, 228 Conn. 651 (1994).

II

Allegations

1. In paragraph 1 of the Charges, the Department alleges that Respondent of Stratford, Connecticut is, and has been at all times, as referenced in the Charges, the holder of Connecticut L.P.N. license number 033506.
2. In paragraph 2 of the Charges, the Department alleges that Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence.
3. In paragraph 3 of the Charges, the Department alleges that Respondent's emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may affect his practice as a licensed practice nurse.
4. In paragraph 4 of the Charges, the Department alleges that the above facts constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 20-99(b), including, but not limited to 20-99(b)(4) and/or 20-99(b)(5).

III

Findings of Fact

1. Respondent of Stratford, Connecticut is, and has been at all times, as referenced in the Charges, the holder of Connecticut L.P.N. license number 033506.
2. Respondent has a history of drug abuse including the use of heroin and cannabis. Department ("Dept.") Ex. 1, pp. 1-5, 101-102 (under seal).
3. In 2013, Respondent became addicted to oxycontin. Tr. 7/15/2020, pp. 4-6 (under seal).
4. During this same timeframe, Respondent was diagnosed with situational anxiety and opioid dependence. Tr. 7/15/2020, pp. 5-6, 26-27 (under seal).

5. In the timeframe of December 2016 through January 2017, Respondent was diagnosed as bipolar, current episode, hypomanic uncomplicated opioid dependence, and cannabis abuse. Dept. Ex. 1, pp. 1-2, 20-21, 49-50 (under seal); Tr. 7/15/2020, pp. 9-10 (under seal).
6. On May 22, 2017, Respondent entered into an Interim Consent Order (“ICO”), which suspended his license due to his abuse of controlled substances. Dept. Ex. 1, p. 3 (under seal); Dept. Ex. 1, pp. 75-77; Tr. 7/15/2020, pp. 10-12.
7. On June 5, 2019, Respondent was again diagnosed with circumstantial anxiety and substance abuse. Dept. Ex. 1, p. 5 (under seal); Tr. 9/16/2020, pp. 21-22 (under seal).
8. In September 2019, Respondent’s urinalysis results were positive for Ativan (Lorazepam), which was prescribed for him, and cannabis. Tr. 7/15/2020, pp. 10-11.
9. On May 15, 2020 and July 31, 2020, Respondent’s urinalysis results were positive for benzodiazepines, which were prescribed for anxiety. Tr. 9/16/2020, pp. 14-15 (under seal).
10. Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence. Tr. 7/15/2020, pp. 6-10 (under seal).
11. Since Respondent’s emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may affect his practice as a licensed practice nurse, Respondent has been in individual and group counseling since 2012 (Resp. Ex. 1, pp. 3, Tr. 9/16/2020, p. 17, under seal); submits to drug screenings (Resp. Ex. 1, pp. 4-13 (under seal) and has attended AA/NA meetings before COVID-19 restrictions. Tr. 7/15/2020, pp. 6-15, 18, 21-22 (under seal).

IV

Discussion and Conclusions of Law

The Department bears the burden of proof by a preponderance of the evidence in this matter. *Jones v. Connecticut Medical Examining Board*, 309 Conn. 727, 739-740 (2013).

Conn. Gen. Stat. § 20-99 provides, in pertinent part, that:

- (a) The Board ... shall have jurisdiction to hear all charges of conduct which fails to conform to the accepted standards of the nursing profession brought against persons licensed to practice nursing. After holding a hearing ... said board, if it finds such person to be guilty, may revoke or suspend his or her license or take any of the actions set forth in section 19a-17...
- (b) Conduct which fails to conform to the accepted standards of the nursing profession includes, but is not limited to, the following: ... (4) emotional disorder or mental illness; (5) abuse or excessive use of drugs, including alcohol, narcotics or chemicals; ...

With respect to the allegations contained in the Charges, Respondent admitted the allegation contained in paragraph 1 of the Charges, but denies the allegations contained in paragraphs 2 and 3 of the Charges. Tr. 7/15/2020, pp. 5-6. However, the Board finds that the Department sustained its burden of proof by a preponderance of the evidence with respect to all of the allegations contained in paragraphs 1, 2 and 3 of the Charges. Findings of Fact (“FF”) 1-11.

With respect to the allegations contained in paragraph 2 of the Charges, the record establishes that Respondent was diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence. Respondent has a history of using heroin and cannabis. FF 2.

In 2013, Respondent became addicted to oxycontin. FF 3. During this same timeframe, Respondent was diagnosed with situational anxiety and opioid dependence. FF 4.

In December 2016 through January 2017, Respondent was diagnosed as bipolar, current episode, hypomanic uncomplicated opioid dependence, and cannabis abuse. FF 5.

On May 22, 2017, Respondent entered into an Interim Consent Order (“ICO”) due to his abuse of controlled substances. FF 6. On June 4, 2019, Respondent was again diagnosed with circumstantial anxiety and substance abuse. FF 7. In September 2019, Respondent’s urinalysis results were positive for Ativan (Lorazepam), which was prescribed for him, and cannabis. FF 8. Respondent testified that he takes over the counter CBD oil for concussion type symptoms. The CBD oil contains 0.3 percent THC which is categorized as cannabis in his urine screens. Respondent denies consuming any cannabis. Tr. 7/15/2020, p. 11.

On May 15, 2020 and July 31, 2020, Respondent’s urinalysis results were positive for benzodiazepines, which were prescribed for anxiety. FF 9. Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence. FF 10.

Since Respondent’s emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may affect his practice as a licensed practice nurse, Respondent has been in individual and group counseling since 2012; submits to drug screenings and consistently attended AA/NA meetings before COVID-19 restrictions. FF 11.

The conduct admitted, in conjunction with the Department’s sustaining its burden of proof, renders Respondent’s license subject to sanctions, including among others, revocation, suspension or probation. *See*, Conn. Gen. Stat. §§ 19a-17(a) (1), (2) and (5). Nonetheless, based on Respondent’s commitment to his sobriety, via continuous participation in individual and

group therapy, regular attendance at AA/NA weekly meetings, and random negative urine screens (Tr. 9/16/2020, pp. 25-29), the Board finds that Respondent can practice nursing with reasonable skill and safety under the terms of this Order.

Order

Based on the record in this case, the above findings of fact and conclusions of law, and pursuant to the authority vested in it by Conn. Gen. Stat. §§ 19a-17(a)(1), (2) and (5) and 20-99(b)(4) and (5), the Board finds that the conduct alleged and proven warrants the disciplinary action imposed by this Order. Therefore, the Board hereby orders, with respect to Respondent's license number 033506 as follows:

1. Respondent's L.P.N. license number 033506 is reinstated immediately and placed on probation for a period of four years. However, Respondent's license is restricted in that he is prohibited from practicing as a L.P.N. and may use his L.P.N. license for the sole purpose of participating in a refresher program as set forth in paragraph 3 of this Order.
2. Observed random urine screens
 - (A) At his expense, Respondent shall be responsible for submitting to observed, random chain of custody urine screens for alcohol and drugs for the entire probationary period, at a testing facility approved by the Department. Random alcohol/drug screens shall be legally defensible in that specimen donor and chain of custody can be identified throughout the screening process.
 - (B) Respondent shall be responsible for notifying the laboratory and his therapist, the Department and his prescribing practitioner of any drug(s) he is taking. For any prescription of a controlled substance(s) for more than two consecutive weeks, Respondent shall cause the provider prescribing the controlled substance(s) to submit quarterly reports to the Department until such time as the controlled substance(s) are no longer prescribed. The reports shall include the following:
 - A list of controlled substances prescribed by this provider;
 - A list of controlled substance(s) prescribed by other providers;
 - An evaluation of Respondent's need for the controlled substance;
 - An assessment of Respondent's continued need for the controlled substance(s).

- (C) There must be at least one such observed, random alcohol/drug screen on a weekly basis during the first, second and fourth years of the probationary period; and, at least monthly during the third year of the probationary period.
- (D) Random alcohol/drug screens shall be negative for the presence of alcohol and drugs; excluding the drugs that Respondent's providers prescribe. All urine screens for alcohol will be tested for Ethyl Glucuronide (EtG) and Ethyl Sulfate (EtS) metabolites. All positive screen results shall be confirmed by the Gas Chromatograph Mass Spectrometer (GC/MS) testing method. Chain of custody documentation must accompany all laboratory reports and/or the laboratory reports must indicate that chain of custody procedures has been followed.

Random alcohol/drug screens must include testing for the following substances:

Amphetamines	Methadone
Barbiturates	Methaqualone
Benzodiazepines	Opiates (Metabolites)
Cannabinoids (THC Metabolites)	Phencyclidine (PCP)
Cocaine	Propoxyphene
Meperidine (Demerol)	Ethanol (alcohol)
Fentanyl	Stadol
Tramadol	

- (E) Laboratory reports of random alcohol and drug screens shall be submitted directly to the Department, at the address cited in Paragraph P below, by Respondent's therapist, personal physician or the testing laboratory.
- (F) Respondent shall not obtain for personal use and/or use alcohol or any drug that has not been prescribed for him for a legitimate purpose, by a licensed health care practitioner authorized to prescribe medications. Respondent shall not abuse and/or excessively use any drugs that are prescribed for a legitimate medical purpose.
- (G) Respondent is hereby advised that the ingestion of poppy seeds may produce a positive drug screen result indicating the presence of opiates/morphine. The ingestion of mouthwash, over the counter cough suppressants and cold/flu remedies may produce a positive result indicating the presence of alcohol. For that reason, any food substance containing poppy seeds, mouthwash and over the counter cough suppressants and cold/flu remedies should be avoided during the

probationary period. In the event that a drug/alcohol screen is positive for opiates/morphine and/or alcohol, the ingestion of poppy seeds, mouthwash and over the counter cough suppressants and/or cold/flu remedies shall not constitute a defense to such positive screen.

3. Respondent shall successfully complete a Board-approved L.P.N. refresher course with a clinical component and successfully take the licensing examination for L.P.N(s) (offered by the National Council of State Boards of Nursing Licensing Examination, "NCLEX").
 - A. Certification of successful completion of the L.P.N. refresher program shall be submitted to the Department, directly from the educational institution where said program was taken, within 30 days of the program's completion. Respondent shall incur all expenses associated with applying for and taking the L.P.N. licensing examination (NCLEX).
 - B. Respondent shall attain a passing score on the licensing examination for L.P.Ns.
 - C. Until such time that Respondent successfully completes the L.P.N. refresher program and attains a passing score on the L.P.N. licensing examination (NCLEX), Respondent is prohibited from practicing as a L.P.N.
4. Within 30 days of attaining a passing score on the NCLEX, Respondent shall provide proof of such completion to the Department.
5. After passing the NCLEX exam, Respondent's license shall remain on probation for the remainder of the four-year period under the following terms and conditions. If any of the conditions of probation are not met, Respondent's L.P.N. license may be subject to disciplinary action pursuant to Conn. Gen. Stat. § 19a-17.
 - A. During the period of probation, the Department shall pre-approve Respondent's employment and/or change of employment within the nursing profession.
 - B. Respondent shall not be employed as a nurse for a personnel provider service, assisted living services agency, homemaker-home health aide agency, or home health care agency, and shall not be self-employed as a nurse during the probationary period.
 - C. Respondent shall provide a copy of this Decision to any and all employers if employed as a nurse during the probationary period. The Department shall be

notified in writing by any employer(s), within 30 days of the commencement of employment, as to receipt of a copy of this Decision.

- D. Respondent shall not administer, count or have access to controlled substances, or have responsibility for such activities in the course of nursing duties during the first six months of working as a nurse during the probationary period.
- E. If employed as a nurse, Respondent shall cause employer reports to be submitted to the Department by his immediate supervisor during the entire probationary period. Employer reports shall be submitted commencing with the report due on the first business day of the month following employment as a nurse. Employer reports shall be submitted at least monthly for the first, second and fourth years of the probationary period; and, at least quarterly for the third year of the probationary period.
- F. In the event Respondent is not employed as a nurse for periods of 30 consecutive days or longer, he shall notify the Department in writing. Such periods of time shall not be counted in reducing the probationary period covered by this Order and such terms shall be held in abeyance with respect to the provisions in Paragraph E above regarding the submission of employer reports. During such time period, Respondent shall not be responsible for having his immediate supervisor submit employer reports to the Department during such time of the probationary period. In the event Respondent resumes the practice of nursing, he shall provide the Department with 15 days prior written notice.
- G. The employer reports cited in Paragraph F above shall include documentation of Respondent's ability to practice nursing safely and competently. Employer reports shall be submitted directly to the Department at the address cited in Paragraph Q below.
- H. Should Respondent's employment as a nurse be involuntarily terminated or suspended, Respondent and his employer shall notify the Department within 72 hours of such termination or suspension.
- I. If Respondent pursues further training in any subject area that is regulated by the Department, Respondent shall provide a copy of this Decision to the educational institution or, if not an institution, to Respondent's instructor. Such institution or

instructor shall notify the Department in writing as to receipt of a copy of this Decision within 15 days of receipt. Said notification shall be submitted directly to the Department at the address cited in Paragraph Q below.

- J. At his expense, Respondent shall engage in therapy and counseling for chemical dependency with a licensed or certified therapist, approved by the Department, during the entire probationary period. Additionally, Respondent shall obtain a sponsor and participate in AA/NA meetings at least 10 times a month for the entire probationary period and shall submit to the Department written documentation of his participation and/or attendance.
- K. Respondent shall provide a copy of this Decision to his therapist. The Department shall be notified in writing by his therapist, within 30 days of the effective date of this Decision, as to receipt of a copy of this Decision.
- L. Respondent shall cause evaluation reports to be submitted to the Department by his therapist during the entire probationary period. Therapist reports shall be submitted at least monthly for the first and fourth years of the probationary period; and, at least quarterly for the second and third years of the probationary period.
- M. The therapist reports cited in Paragraph L above shall include documentation of dates of treatment, and an evaluation of Respondent's progress, including alcohol and drug free status, and ability to practice nursing safely and competently. Therapist reports shall be submitted directly to the Department at the address cited in Paragraph Q below.
- N. Respondent shall not obtain for personal use and/or use alcohol or any drug that has not been prescribed for him for a legitimate purpose, by a licensed health care practitioner authorized to prescribe medications. Respondent shall not abuse and/or excessively use any drugs that are prescribed for a legitimate medical purpose.
- O. Respondent is hereby advised that the ingestion of poppy seeds may produce a positive drug screen result indicating the presence of opiates/morphine. The ingestion of mouthwash, over the counter cough suppressants and cold/flu remedies may produce a positive result indicating the presence of alcohol. For

that reason, any food substance containing poppy seeds, mouthwash and over the counter cough suppressants and cold/flu remedies should be avoided during the probationary period. In the event that a drug/alcohol screen is positive for opiates/morphine and/or alcohol, the ingestion of poppy seeds, mouthwash and over the counter cough suppressants and/or cold/flu remedies shall not constitute a defense to such positive screen.

- P. The Department must be informed in writing prior to any change of address.
- Q. All communications, payments if required, correspondence, and reports are to be addressed to:

Lavita Sookram, RN, Nurse Consultant
Practitioner Monitoring and Compliance Unit
Department of Public Health
Division of Health Systems Regulation
Board of Examiners for Nursing
410 Capitol Avenue, MS #12HSR
P. O. Box 340308
Hartford, CT 06134-0308

- 6. Any deviation from the terms of probation, without prior written approval by the Board, shall constitute a violation of probation, which will be cause for an immediate hearing on charges of violating this Order. Any finding that Respondent has violated this Order will subject Respondent to sanctions under Conn. Gen. Stat. §§ 19a-17(a) and (c), including but not limited to, the revocation of his license. Any extension of time or grace period for reporting granted by the Board shall not be a waiver or preclude the Board's right to take subsequent action. The Board shall not be required to grant future extensions of time or grace periods. Notice of revocation or other disciplinary action shall be sent to Respondent's address of record (most current address reported to the Practitioner Licensing and Investigations Section of the Healthcare Quality and Safety Branch of the Department).
- 7. This document has no bearing on any criminal liability without the written consent of the Director of Medicaid Fraud Control Unit or the Bureau Chief of the Division of Criminal Justice's Statewide Prosecution Bureau.

This Order is effective on the date it is signed by the Board.

The Board hereby informs Respondent, Nicholas Lewonczyk, and the Department of this decision.

Dated at Hartford, Connecticut this day of August, 2021.

BOARD OF EXAMINERS FOR NURSING

By _____
Patricia C. Bouffard, D.N.Sc., Chair

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In Re: Adrienne DeLucia, RN

Petition No. 2021-317

July 29, 2021

MOTION TO AMEND MODIFICATION OF REINSTATEMENT CONSENT ORDER

The Department of Public Health moves the Connecticut Board of Examiners for Nursing (“the Board”) to amend the Modification of Reinstatement Consent Order dated July 21, 2021 and states as follows:

1. On December 5, 2018, Reinstatement Consent Order, Petition No. 2018-285 (“Reinstatement Consent Order”) was issued which placed respondent’s license on probation for four (4) years (Attachment A). The Reinstatement Consent Order required urine screens, therapy and employer reports, and a one-year narcotic access restriction. It also prohibited her from obtaining or using alcohol and required her, in part, to submit to random, negative urine screens.
2. On May 19, 2021, respondent’s license was summarily suspended because she abused and/or utilized to excess alcohol in April 2021 in violation of the terms of the Reinstatement Consent Order.
3. On July 21, 2021 the Board ordered a Modification of Reinstatement Consent Order (“the Modification”) to add an additional year of probation. (Attachment B). Unfortunately,

instead of amending the terms of probation, portions of the original probationary terms of the Reinstatement Consent Order were inadvertently omitted.

4. The Department moves to Amend the Modification to replace paragraph 4 with the following:

Respondent's license number 069431 is hereby reprimanded and placed on probation for five (5) years under the following terms and conditions:

- A. At her own expense, she shall engage in therapy and counseling with a Connecticut licensed or certified therapist (hereinafter "therapist") pre-approved by the Department for the entire probationary period.
 - (1) She shall provide a copy of this Reinstatement Consent Order to her therapist.
 - (2) Her therapist shall furnish written confirmation to the Board and the Department of his or her engagement in that capacity and receipt of a copy of this Reinstatement Consent Order within fifteen (15) days of the effective date of this Reinstatement Consent Order.
 - (3) If respondent's therapist determines that therapy is no longer necessary, that a reduction in frequency of therapy is warranted, or that respondent should be transferred to another therapist, he or she shall advise the Department. Said termination of therapy, reduction in frequency of therapy, and/or respondent's transfer to another therapist shall not occur until approved by the Department. However, if therapy is terminated with the Department's approval, respondent's therapist shall continue to monitor her alcohol and drug free status by monitoring and reviewing the observed random urine screens for

drugs and alcohol as described in paragraph B below, and by providing the reports described in paragraph C below.

- (4) The therapist shall immediately notify the Department in writing if respondent discontinues and/or terminates therapy.

B. Respondent shall not obtain or use controlled substances, legend drugs or alcohol in any form unless prescribed or recommended for a legitimate therapeutic purpose by a licensed health care professional authorized to prescribe medications. Respondent shall inform said health care professional of respondent's substance abuse history.

- (1) At her own expense, she shall submit to observed random urine screens for drugs and alcohol, in accordance with Department Requirements for Drug and Alcohol Screens, attached hereto marked as ("Attachment 'A': Department Requirements for Drug and Alcohol Screens") at a testing facility approved by the Board, after consultation with the Department, as ordered by her therapist and/or personal physician. Laboratory reports of random alcohol and drug screens shall be submitted directly the Department by the testing laboratory. All such observed random drug and alcohol screens shall be legally defensible in that the specimen donor and chain of custody can be identified throughout the screening process. All laboratory reports shall indicate that the chain of custody procedure has been followed.
- (2) Respondent shall be responsible for notifying the laboratory, her therapist, the Department, and her prescribing practitioner of any drug(s) she is taking. For the prescription of a controlled substance(s) for more than two consecutive weeks, the respondent shall cause the provider prescribing the controlled

substance(s) to submit quarterly reports to the Department, until such time as the controlled substance(s) are not prescribed by the provider, documenting the following:

1. A list of controlled substances prescribed by this provider for the respondent;
 2. A list of controlled substance(s) prescribed by other providers;
 3. An evaluation of the respondent's need for the controlled substance;
 4. An assessment of the respondent's continued need for the controlled substance(s).
- (3) There must be at least one (1) such observed random alcohol/drug screen and accompanying laboratory report every week for the first, fourth and fifth years of probation and at least two (2) such screens and reports every month for the second and third years of the probationary period.
- (4) There must be at least two (2) random tests for Ethylglucuronide (EtG) and accompanying laboratory report every month for the first, fourth and fifth years of probation and at least one (1) such random test and report every month for the remainder of the probationary period.
- (5) All screens shall be negative for the presence of drugs and alcohol. Respondent agrees that an EtG test report of EtG at a level of 1000ng/mL or higher shall be deemed to constitute a positive screen for the presence of alcohol under this Reinstatement Consent Order. In the event respondent has a positive screen for morphine, opiates and/or alcohol or if the test reports EtG at 1000ng/mL or higher, respondent agrees that the ingestion of poppy seeds

and/or mouthwash and/or over the counter cough or cold medicines remedies shall not constitute a defense to such screen.

- (6) All positive screen results shall be confirmed by gas chromatograph/mass spectrometer (GC/MS) testing.
- (7) Respondent is hereby advised that the ingestion of poppy seeds, mouthwash and over the counter cough or cold medicines or remedies has from time to time, been raised as a defense to a positive screen result for morphine, opiates and/or alcohol and as a defense of EtG at 1000ng/mL or higher. For that reason, respondent agrees to refrain from ingesting poppy seeds in any food substances, mouthwash and over the counter cough or cold medicines or remedies during the term of this Reinstatement Consent Order. In the event respondent has a positive screen for morphine, opiates and/or alcohol or if respondent's test reports EtG at 1000ng/mL or higher, respondent agrees that the ingestion of poppy seeds and/or mouthwash and/or over the counter cough or cold medicines or remedies shall not constitute a defense to such a screen.

- C. Respondent shall be responsible for the provision of written reports from her therapist directly to the Department for the entire probationary period; monthly for the first, fourth and fifth year of probation; and quarterly for the second and third year of probation. Such reports shall include documentation of dates of treatment, an evaluation of respondent's progress in treatment and of her drug and alcohol-free status as established by the observed random urine screens for drugs and alcohol, an evaluation of her ability to practice nursing safely and competently, and copies of all laboratory reports.

- D. Notwithstanding the foregoing, respondent's therapist shall immediately report to the Department any confirmed positive alcohol/drug screen and any conduct or condition on respondent's part which does or may violate any federal or state statute or regulation applicable to her profession.
- E. Respondent shall provide a copy of this Reinstatement Consent Order to all current and future employers for the duration of her probation.
- F. Respondent shall not be employed as a nurse for a personnel provider service, assisted living services agency, homemaker - home health aide agency, or home health care agency, and shall not be self-employed as a nurse for the period of her probation.
- G. Respondent shall not administer, count, or have access to narcotics or other controlled substances, or have responsibility for such activities during her nursing duties for the first year after returning to work as a nurse.
- H. Respondent shall attend "anonymous" or support group meetings at least eight times per month and provide quarterly reports to the Department concerning her record of attendance.
- I. Respondent shall be responsible for the provision of written reports directly to the Department from her nursing supervisor (i.e., Director of Nursing) monthly for the first, fourth and fifth year of her probation; and quarterly for the second and third year of probation. Respondent shall provide a copy of this Reinstatement Consent Order to all employers if practicing as a nurse during the probationary period. The Department shall be notified in writing by any employer(s) within fifteen (15) days of the commencement of employment as to the receipt of a copy of this

Reinstatement Consent Order. Employer reports shall include documentation of respondent's ability to practice nursing safely and competently, and shall be issued to the Department at the address cited in paragraph N below. A report indicating that respondent is not practicing with reasonable skill and safety shall be deemed to be a violation of this Reinstatement Consent Order.

- J. Respondent shall notify the Department in writing of any change of employment within fifteen (15) days of such change.
- K. Respondent shall notify the Department of any change in her home or business address within fifteen (15) days of such change.
- L. If respondent pursues further training or is engaged at the time of the implementation of the Reinstatement Consent Order, in an educational program in any subject area that is regulated by the Department, respondent shall provide a copy of this Reinstatement Consent Order to the educational institution or, if not an institution, to respondent's instructor. Such institution or instructor shall notify the Department of receipt of the Reinstatement Consent Order within fifteen (15) days of receipt.
- M. All reports required by the terms of this Reinstatement Consent Order shall be due according to a schedule to be established by the Department.
- N. All correspondence and reports shall be addressed to:

Lavita Sookram, R.N., Nurse Consultant
Practitioner Compliance and Monitoring Unit
Department of Public Health
410 Capitol Avenue, MS #12HSR
P.O. Box 340308
Hartford, CT 06134-0308

Respectfully submitted,

THE DEPARTMENT OF PUBLIC HEALTH

Joelle C. Newton

Joelle C. Newton, Staff Attorney
Office of Legal Compliance

ORDER

The foregoing motion having been duly considered by the Connecticut Board of Examiners for Nursing, it is hereby GRANTED/DENIED.

Dated at Hartford, Connecticut this _____ day of _____, 2021.

Connecticut Board of Examiners for Nursing

CERTIFICATION

This certifies that on 7/29/2021 this motion was emailed to the Department of Public Health, Public Health Hearing Office, 410 Capitol Avenue, Hartford, Connecticut and emailed to counsel for respondent, Attorney Cody N. Guarnieri.

Joelle C. Newton

Joelle C. Newton, Staff Attorney

A

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Adrienne Delucia, R.N.

Petition No. 2018-285

REINSTATEMENT CONSENT ORDER

WHEREAS, Adrienne Delucia of Wallingford, Connecticut (hereinafter "respondent") was issued license number 069431 on August 1, 2002 to practice as a registered nurse by the Department of Public Health (hereinafter "the Department") pursuant to Connecticut General Statutes Chapter 378, as amended.

WHEREAS, on February 19, 2014 the Connecticut Board of Examiners for Nursing ordered a Consent Order in Petition Number 2013-1028 ("Consent Order") placing respondent's license on probation after she admitted to abusing and/or utilizing to excess Percocet; diverting Demerol for personal use; giving a prescribed controlled substance to a family member; and diluting her urine for two random drugs screens.

WHEREAS, on or about August 5, 2014 respondent's nursing license was suspended for violating the probationary terms of the Consent Order pursuant an Interim Consent Order in Petition Number 2014-724.

WHEREAS, on August 31, 2014 respondent's nursing license expired.

WHEREAS on or about October 9, 2015 respondent agreed not to renew or reinstate her nursing license in Petition Number 2014-724. Respondent has now applied to have said license reinstated pursuant to Connecticut General Statutes Chapter 368a, as amended.

WHEREAS, respondent hereby admits and acknowledges:

1. On various occasions from during approximately 2011 through 2016 respondent abused and/or utilized to excess controlled substances which did, and/or may have, affected her practice as a nurse.
2. The conduct described above constitutes grounds for denial of respondent's application for reinstatement pursuant to §19a-14(a)(6) of the General Statutes of Connecticut.

WHEREAS, respondent, in consideration of this Reinstatement Consent Order, has chosen not to contest the above admitted violation a hearing in front of the Board of Examiners for Nursing (hereinafter "the Board). Respondent further agrees that this Reinstatement Consent Order shall have the same effect as if ordered after a full hearing pursuant to Connecticut General Statutes §§19a-9, 19a-10, and 20-99(a).

NOW THEREFORE, pursuant to Connecticut General Statutes §§19a-17 and 20-99, as amended, respondent hereby stipulates and agrees as follows:

1. Respondent waives her right to a hearing on the merits of this matter.
2. Respondent's registered nurse license shall be reinstated when she satisfies the requirements for reinstatement of her license, as set forth in Connecticut State Agency Regulations §§19a-14-1 through 19a-14-5, inclusive, and this Reinstatement Consent Order is executed by all parties.
3. Upon reinstatement but prior to commencing the practice of nursing, respondent shall, at her own expense, successfully complete a nurse refresher program ("refresher") pre-approved by the Department. Respondent shall provide certification of the successful completion of the refresher from the educational institution where the refresher course is taken to the Department's satisfaction, within thirty (30) days of said successful completion.

4. Immediately upon issuance, respondent's license shall be placed on probation for four (4) years under the following terms and conditions:
 - A. At her own expense, she shall engage in therapy and counseling with a Connecticut licensed or certified therapist (hereinafter "therapist") pre-approved by the Department for the entire probationary period.
 - (1) She shall provide a copy of this Reinstatement Consent Order to her therapist.
 - (2) Her therapist shall furnish written confirmation to the Board and the Department of his or her engagement in that capacity and receipt of a copy of this Reinstatement Consent Order within fifteen (15) days of the effective date of this Reinstatement Consent Order.
 - (3) If respondent's therapist determines that therapy is no longer necessary, that a reduction in frequency of therapy is warranted, or that respondent should be transferred to another therapist, he or she shall advise the Board and the Department. Said termination of therapy, reduction in frequency of therapy, and/or respondent's transfer to another therapist shall not occur until approved by the Board after consultation with the Department. However, if therapy is terminated with approval of the Board, respondent's therapist shall continue to monitor her alcohol and drug free status by monitoring and reviewing the observed random urine screens for drugs and alcohol as described in paragraph 4B below, and by providing the reports described in paragraph 4C below.
 - (4) The therapist shall immediately notify the Board and the Department in writing if respondent discontinues therapy and/or terminates his or her services.
 - B. Respondent shall not obtain or use controlled substances, legend drugs or alcohol in any form unless prescribed or recommended for a legitimate therapeutic purpose by a licensed

health care professional authorized to prescribe medications. Respondent shall inform said health care professional of respondent's substance abuse history.

- (1) At her own expense, she shall submit to observed random urine screens for drugs and alcohol, in accordance with Department Requirements for Drug and Alcohol Screens, attached hereto marked as ("Attachment 'A': Department Requirements for Drug and Alcohol Screens") at a testing facility approved by the Board, after consultation with the Department, as ordered by her therapist and/or personal physician. Laboratory reports of random alcohol and drug screens shall be submitted directly to the Board and the Department by the testing laboratory. All such observed random drug and alcohol screens shall be legally defensible in that the specimen donor and chain of custody can be identified throughout the screening process. All laboratory reports shall indicate that the chain of custody procedure has been followed.
- (2) Respondent shall be responsible for notifying the laboratory, her therapist, the Board, the Department and her prescribing practitioner of any drug(s) she is taking. For the prescription of a controlled substance(s) for more than two consecutive weeks, the respondent shall cause the provider prescribing the controlled substance(s) to submit quarterly reports to the Board and the Department, until such time as the controlled substance(s) are not prescribed by the provider, documenting the following:
 1. A list of controlled substances prescribed by this provider for the respondent;
 2. A list of controlled substance(s) prescribed by other providers;
 3. An evaluation of the respondent's need for the controlled substance;
 4. An assessment of the respondent's continued need for the controlled substance(s).

- (3) There must be at least one (1) such observed random alcohol/drug screen and accompanying laboratory report every week for the first and fourth years of probation and at least two (2) such screens and report every month for the second and third years of the probationary period.
- (4) There must be at least two (2) random tests for Ethylglucuronide (EtG) and accompanying laboratory report every month for the first and fourth years of probation and at least one (1) such random test and report every month for the remainder of the probationary period.
- (5) All screens shall be negative for the presence of drugs and alcohol. Respondent agrees that an EtG test report of EtG at a level of 1000ng/mL or higher shall be deemed to constitute a positive screen for the presence of alcohol under this Reinstatement Consent Order. In the event respondent has a positive screen for morphine, opiates and/or alcohol or if the test reports EtG at 1000ng/mL or higher, respondent agrees that the ingestion of poppy seeds and/or mouthwash and/or over the counter cough or cold medicines remedies shall not constitute a defense to such screen.
- (6) All positive screen results shall be confirmed by gas chromatograph/mass spectrometer (GC/MS) testing.
- (7) Respondent is hereby advised that the ingestion of poppy seeds, mouthwash and over the counter cough or cold medicines or remedies has from time to time, been raised as a defense to a positive screen result for morphine, opiates and/or alcohol and as a defense of EtG at 1000ng/mL or higher. For that reason, respondent agrees to refrain from ingesting poppy seeds in any food substances, mouthwash and over the counter cough or cold medicines or remedies during the term of this Reinstatement Consent Order. In the event respondent has a positive screen for

morphine, opiates and/or alcohol or if respondent's test reports EtG at 1000ng/mL or higher, respondent agrees that the ingestion of poppy seeds and/or mouthwash and/or over the counter cough or cold medicines or remedies shall not constitute a defense to such a screen.

- C. Respondent shall be responsible for the provision of written reports from her therapist directly to the Board and the Department for the entire probationary period; monthly for the first and fourth year of probation; and quarterly for the second and third year of probation. Such reports shall include documentation of dates of treatment, an evaluation of respondent's progress in treatment and of her drug and alcohol free status as established by the observed random urine screens for drugs and alcohol, an evaluation of her ability to safely and competently practice nursing, and copies of all laboratory reports.
- D. Notwithstanding the foregoing, respondent's therapist shall immediately report to the Board and the Department any confirmed positive alcohol/drug screen and any conduct or condition on respondent's part which does or may violate any federal or state statute or regulation applicable to her profession.
- E. Respondent shall provide a copy of this Reinstatement Consent Order to all current and future employers for the duration of her probation.
- F. Respondent shall not be employed as a nurse for a personnel provider service, assisted living services agency, homemaker - home health aide agency, or home health care agency, and shall not be self-employed as a nurse for the period of her probation.
- G. Respondent shall not administer, count, or have access to narcotics or other controlled substances, or have responsibility for such activities in the course of her nursing duties for the first year after returning to work as a nurse.
- H. Respondent shall attend "anonymous" or support group meetings on an average of

eight to ten times per month, and shall provide quarterly reports to the Department concerning her record of attendance.

- I. Respondent shall be responsible for the provision of written reports directly to the Board and the Department from her nursing supervisor (i.e., Director of Nursing) monthly for the first and fourth year of her probation; and quarterly for the second and third year of probation. Respondent shall provide a copy of this Reinstatement Consent Order to any and all employers if practicing as a nurse during the probationary period. The Board and the Department shall be notified in writing by any employer(s) within fifteen (15) days of the commencement of employment as to the receipt of a copy of this Reinstatement Consent Order. Employer reports shall include documentation of respondent's ability to safely and competently practice nursing, and shall be issued to the Board and the Department at the address cited in paragraph 4N below. A report indicating that respondent is not practicing with reasonable skill and safety shall be deemed to be a violation of this Consent Order.
- J. Respondent shall notify the Board and the Department in writing of any change of employment within fifteen (15) days of such change.
- K. Respondent shall notify the Board and the Department of any change in her home or business address within fifteen (15) days of such change.
- L. If respondent pursues further training or is engaged at the time of the implementation of the Reinstatement Consent Order, in an educational program in any subject area that is regulated by the Department, respondent shall provide a copy of this Reinstatement Consent Order to the educational institution or, if not an institution, to respondent's instructor. Such institution or instructor shall notify the Department of receipt of the Reinstatement Consent Order within fifteen (15) days of receipt.

- M. All reports required by the terms of this Reinstatement Consent Order shall be due according to a schedule to be established by the Department of Public Health.
- N. All correspondence and reports shall be addressed to:

Lavita Sookram, R.N., Nurse Consultant
Practitioner Compliance and Monitoring Unit
Department of Public Health
410 Capitol Avenue, MS #12HSR
P.O. Box 340308
Hartford, CT 06134-0308

5. Any violation of the terms of this Reinstatement Consent Order without prior written approval by the Board shall constitute grounds for the Department to seek revocation of respondent's nursing license following notice and an opportunity to be heard.
6. Any extension of time or grace period for reporting granted by the Board shall not be a waiver or preclude the Board's right to take action at a later time. The Board shall not be required to grant future extensions of time or grace periods.
7. Respondent shall comply with all federal and state statutes and regulations applicable to her profession.
8. Legal notice shall be sufficient if sent to respondent's last known address of record reported to the Department's Practitioner Licensing and Investigations Section of the Healthcare Quality and Safety Branch.
9. Respondent understands that this Reinstatement Consent Order is a public record.
10. Respondent agrees that the Department's allegations as contained in this Reinstatement Consent Order shall be deemed true in any subsequent proceeding before the Board in which (1) her compliance with this same order is at issue, or (2) her compliance with Connecticut General Statutes §20-99(b), as amended, is at issue. Further, respondent understands that any discipline imposed by this Reinstatement Consent Order shall be reported to the National Practitioner Data Bank.

11. In the event respondent violates a term of this Reinstatement Consent Order, respondent agrees immediately to refrain from practicing as a registered nurse, upon request by the Department, with notice to the Board, for a period not to exceed 45 days. During that time period, respondent further agrees to cooperate with the Department in its investigation of the violation, and to submit to and complete a medical, psychiatric or psychological evaluation, if requested to do so by the Department; and, that the results of the evaluation shall be submitted directly to the Department. Respondent further agrees that failure to cooperate with the Department in its investigation during said 45 day period shall constitute grounds for the Department to seek a summary suspension of respondent's license. In any such summary action, respondent stipulates that failure to cooperate with the Department's investigation shall be considered by the Board and shall be given due weight by the Board in determining whether respondent's conduct constitutes a clear and immediate danger as required pursuant to Connecticut General Statutes §§ 4-182(c) and 19a-17(c). The Department and respondent understand that the Board has complete and final discretion as to whether a summary suspension is ordered.
12. In the event respondent violates any term of this Reinstatement Consent Order, said violation may also constitute grounds for the Department to seek a summary suspension of respondent's license before the Board.
13. If, during the period of probation, respondent practices nursing outside Connecticut, she shall provide written notice to the Department concerning such employment. During such time period, respondent shall not be responsible for complying with the terms of probation of this Reinstatement Consent Order, and such time period shall not be counted in reducing the probationary period covered by this Consent Order. Respondent may comply with the terms of probation while practicing outside Connecticut if pre-approved by the Department. In the event respondent intends to return to the practice of nursing in Connecticut, respondent agrees to comply with all terms and conditions contained in paragraph 5 above.

14. This Reinstatement Consent Order and the terms set forth herein are not subject to reconsideration, collateral attack or judicial review under any form or in any forum.
Respondent agrees that this Reinstatement Consent Order shall not be subject to modification as a result of any claim that the terms contained herein may result in action by third parties, including, but not limited to, healthcare facilities and/or credentialing or licensure boards and respondent waives any right to seek reconsideration or modification of this Consent Order pursuant to Connecticut General Statutes §4-181a. Respondent assumes all responsibility for assessing such actions prior to the execution of this document. Further, this Reinstatement Consent Order is not subject to appeal or review under the provisions of Connecticut General Statutes Chapters 54 or 368a provided that this stipulation shall not deprive respondent of any other rights that she may have under the laws of the State of Connecticut or of the United States.
15. Respondent permits a representative of the Department to present this Reinstatement Consent Order and the factual basis for this Reinstatement Consent Order to the Board. The Department and respondent agree that the Board has complete and final discretion as to whether an executed Reinstatement Consent Order is approved or accepted.
16. This Reinstatement Consent Order is a revocable offer of settlement which may be modified by mutual agreement or withdrawn by the Department at any time prior to its being executed by the last signatory.
17. This Reinstatement Consent Order is effective on the first day of the month immediately following the month the Reinstatement Consent Order is approved and accepted by the Board.
18. Respondent has the right to consult with an attorney prior to signing this document.
19. The execution of this document has no bearing on any criminal liability without the written

consent of the Director of the Medicaid Fraud Control Unit or the Bureau Chief of the Division of Criminal Justice's Statewide Prosecution Bureau. The purpose of this Consent Order is to resolve the pending administrative license disciplinary petition only, and is not intended to affect any civil or criminal liability or defense.

20. This Reinstatement Consent Order embodies the entire agreement of the parties with respect to this case. All previous communications or agreements regarding the subject matter of this Reinstatement Consent Order, whether oral or written, between the parties are superseded unless expressly incorporated herein or made a part hereof.

*

*

*

I, Adrienne Delucia, have read the above Reinstatement Consent Order, and I agree to the terms and allegations set forth therein. I further declare the execution of this Reinstatement Consent Order to be my free act and deed.

Adrienne DeLucia
Adrienne Delucia

Subscribed and sworn to before me this 3rd day of December 2018.

George E. Silbing
Notary Public/Commissioner Superior Court
my commission expires: 07/31/

The above Reinstatement Consent Order having been presented to the duly appointed agent of the Commissioner of the Department of Public Health on the 5th day of December 2018, it hereby accepted.

Christian D. Andresen
Christian D. Andresen, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In Re: Adrienne DeLucia, RN

Petition No. 2021-317

MODIFICATION OF REINSTATEMENT CONSENT ORDER

WHEREAS, On December 5, 2018, Reinstatement Consent Order, Petition No. 2018-285 (“Reinstatement Consent Order”) was issued which placed respondent’s license on probation for four (4) years (Attachment A). The Reinstatement Consent Order required urine screens, therapy and employer reports, and a one year narcotic access restriction. It also prohibited her from obtaining or using alcohol and required her, in part, to submit to random, negative urine screens.

WHEREAS, on May 19, 2021, respondent’s license was summarily suspended as a result of abusing and/or utilizing to excess alcohol in April, 2021 in violation of the terms of the Reinstatement Consent Order.

WHEREAS, the Department and respondent wish to modify the Reinstatement Consent Order as follows:

1. Respondent’s registered nursing license number 069413 is hereby reprimanded.
2. Paragraph 4, page 3, is deleted and new paragraph 4 is inserted as follows:
 - A. Respondent's license shall be placed on probation for five (5) years under the following terms and conditions:

B. Paragraphs 4B(3) and 4B(4) page 5, are deleted and new paragraphs 4B(3) and 4B(4) are inserted as follows:

4B(3) There must be at least one (1) such observed random alcohol/drug screen and accompanying laboratory report every week for the first, fourth and fifth years of probation and at least two (2) such screens and report every month for the second and third years of the probation.

4B(4) There must be at least two (2) random tests for Ethylglucuronide (EtG) and accompanying laboratory report every month for the first, fourth and fifth years of probation and at least one (1) such random test and report every month for the remainder of the probation.

3. All other remaining terms and conditions of the Reinstatement Consent Order shall remain in effect.
4. Respondent consulted with her attorney prior to signing this Modification of Reinstatement Consent Order.
5. This Modification of Reinstatement Consent Order is effective upon the order and acceptance of the Connecticut Board of Examiners for Nursing.

I, Adrienne DeLucia, have read the foregoing Modification of Reinstatement Consent Order, and I agree to the modification and to the terms and conditions therein.

Adrienne DeLucia
Adrienne DeLucia

Subscribed and sworn to before me this 2nd day of June, 2021.

Brooke Garcia
Commissioner Superior Court/Notary Public
Brooke Garcia
Notary Public - Connecticut
My Commission Expires
June 30, 2023

The above Modification of Reinstatement Consent Order having been presented to the duly appointed agent of the Commissioner of the Department of Public Health on the 8th day of June 2021, it is hereby accepted.

Christian D. Andresen

Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

The above Modification above Reinstatement Consent Order having been presented to the Connecticut Board of Examiners for Nursing on the 21st day of July 2021, it is hereby ordered and accepted.

BY: Patricia C. Bafford, MS
Connecticut Board of Examiners for Nursing

SUMMARY SUSPENSION COVER SHEET

In Re: Kristen Jodoin, RN

Petition No. 2021-248

Petition No. 2021-615

1. Kristen Jodoin of Colchester, Connecticut (hereinafter “respondent”) graduated from Three Rivers Community College in 2014 and was licensed to practice nursing in 2015.
2. From 2019 through 2021, respondent had an emotional disorder and/or mental illness (“diagnosis”).
3. In approximately August and/or September 2020, respondent abused or utilized to excess alcohol and/or cocaine.
4. On or about on June 9, 2021, respondent abused and/or utilized to excess fentanyl and/or norfentanyl.
5. On or about on June 30, 2021, respondent abused and/or utilized to excess cocaine, fentanyl and/or norfentanyl.
6. On or about July 21, 2020 and/or March 26, 2021, respondent was impaired, sleeping, unfit for duty, and/or abused or utilized to excess alcohol while practicing nursing at Bride Brook Health and Rehabilitation Center in Niantic, Connecticut.
7. On April 21, 2021, the Connecticut Board of Examiners for Nursing (“the Board”) ordered a Memorandum of Decision in Petition Number 2020-715 (“the Order”) based, in part, upon respondent’s abuse of heroin, fentanyl, norfentanyl, and/or cocaine and because she had emotional disorders and/or mental illnesses.
8. The Order placed respondent’s license on probation for four (4) years and required her, in part, to submit to weekly random urine screens during the first eighteen (18) months of probation which shall be negative for the presence of drugs and alcohol, and to attend therapy and submit reports.
9. Respondent violated the terms of the Order in one or more of the following ways:
 - a. from approximately April 21, 2021 through June 2 2021, respondent failed to submit

to weekly random urine screens;

b. in May and June 2021, respondent failed to submit therapy reports;

c. on or about June 9, 2021, respondent's urine screen tested positive for fentanyl/norfentanyl; and/or,

d. on or about June 30, 2021, respondent's urine screen tested positive for cocaine, fentanyl and/or norfentanyl.

10. For the foregoing reasons, the Department believes that respondent's continued nursing practice represents a clear and immediate danger to the public health and safety.

11. The Department respectfully requests the Board to summarily suspend respondent's nursing license until a full hearing on the merits can be held.

CONFIDENTIALITY NOTICE: This document and all attachments may contain information that is confidential or privileged. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition. Thank you.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Kristen Jodoin, RN

Petition No. 2021-248

Petition No. 2021-615

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health (hereinafter "the Department") hereby moves in accordance with Connecticut General Statutes §§4-182(c) and 19a-17(c) that the Connecticut Board of Examiners for Nursing summarily suspend Kristen Jodoin's nursing license in Connecticut. This motion is based on the attached Statement of Charges, records, affidavit and on the Department's information and belief that Kristen Jodoin's continued nursing practice represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 26th day of July, 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Kristen Jodoin, RN

Petition No. 2021-248

Petition No. 2021-615

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Kristen Jodoin:

COUNT ONE

1. Kristen Jodoin of Colchester, Connecticut (hereinafter "respondent") is the holder of Connecticut registered nursing license number 125106.
2. In 2020 and 2021, respondent had an emotional disorder and/or mental illness ("diagnosis").
3. In approximately August and/or September 2020, respondent abused or utilized to excess alcohol and/or cocaine.
4. On or about on June 9, 2021, respondent abused and/or utilized to excess fentanyl and/or norfentanyl.
5. On or about on June 30, 2021, respondent abused and/or utilized to excess cocaine, fentanyl and/or norfentanyl.
6. On or about July 21, 2020 and/or March 26, 2021, respondent was impaired, sleeping, unfit for duty, and/or abused or utilized to excess alcohol while practicing nursing at Bride Brook Health and Rehabilitation Center in Niantic, Connecticut.
7. Respondent's diagnosis and/or abuse and/or excess use of fentanyl, norfentanyl, cocaine and/or alcohol does, and/or may, affect her practice as a nurse.
8. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99(b), including but not limited to:
 - a. §20-99(b)(2);
 - b. §20-99(b)(4); and/or
 - c. §20-99(b)(5).

COUNT TWO

9. Paragraph 1 is incorporated by reference as if set forth in full.
10. On April 21, 2021, the Connecticut Board of Examiners for Nursing (“the Board”) ordered a Memorandum of Decision in Petition Number 2020-715 (“the Order”) based, in part, upon respondent’s abuse of heroin, fentanyl, norfentanyl, and/or cocaine and because she had emotional disorders and/or mental illnesses.
11. The Order placed respondent’s license on probation for four (4) years and required her, in part, to submit to weekly random urine screens during the first eighteen (18) months of probation which shall be negative for the presence of drugs and alcohol and to attend therapy and submit reports.
12. Respondent violated the terms of the Order in one or more of the following ways:
 - a. from approximately April 21, 2021 through June 2, 2021, respondent failed to submit to weekly random urine screens;
 - b. in May and June 2021, respondent failed to submit therapy reports;
 - c. on or about June 9, 2021, respondent’s urine screen tested positive for fentanyl/norfentanyl; and/or
 - d. on or about June 30, 2021, respondent’s urine screen tested positive for cocaine, fentanyl and/or norfentanyl.
13. Respondent’s conduct as described above constitutes violations of the terms of probation in the Order and subjects respondent’s license to revocation or other disciplinary action authorized by Connecticut General Statutes §§19a-17 and 20-99(b).

COUNT THREE

14. Paragraph 1 is incorporated by reference as if set forth in full.

15. On or about February 1, 2021, while practicing nursing at Bride Brook Health and Rehabilitation Center, respondent failed to change a wound dressing and/or falsely documented she changed the wound dressing when in fact, she failed to so do.
16. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99(b)(2).

THEREFORE, the Department prays:

The Connecticut Board of Examiners for Nursing, as authorized by Connecticut General Statutes §§20-99(b) and 19a-17, revoke or order other disciplinary action against respondent's nursing license as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 26th day of July, 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

SUMMARY SUSPENSION COVER SHEET

In re: Leah Pressley, RN

Petition No. 2021-441

1. Leah Pressley of Rogers, Connecticut (hereinafter “respondent”) is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nurse license number 126819.
2. Respondent has been diagnosed with an emotional disorder.
3. Respondent has been diagnosed with severe stimulant use disorder – cocaine, and severe opioid use disorder – fentanyl.
4. In or about 2021, respondent abused or utilized to excess fentanyl and/or cocaine.
5. Respondent’s emotional disorder and/or abuse of fentanyl and/or cocaine does, and/or may, affect her practice as a registered nurse.
6. For the foregoing reasons, the Department believes that respondent’s continued practice as a registered nurse represents a clear and immediate danger to the public health and safety. The Department respectfully requests that this Board summarily suspend respondent’s license until a full hearing on the merits can be held.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Leah Pressley, RN

Petition No. 2021-441

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health (hereinafter "the Department") hereby moves in accordance with the General Statutes of Connecticut §§4-182(c) and 19a-17(c) that the Connecticut Board of Examiners for Nursing summarily suspend the license of Leah Pressley to practice registered nursing in Connecticut. This motion is based on the attached Statement of Charges, Affidavits and on the Department's information and belief that the continued practice of registered nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 26th day of July 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Leah Pressley, RN

Petition No. 2020-441

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Leah Pressley:

1. Leah Pressley of Rogers, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nurse license number 126819.
2. Respondent has been diagnosed with an emotional disorder.
3. Respondent has been diagnosed with severe stimulant use disorder – cocaine, and severe opioid use disorder – fentanyl.
4. In or about 2021, respondent abused or utilized to excess fentanyl and/or cocaine.
5. Respondent's emotional disorder and/or abuse of fentanyl and/or cocaine does, and/or may, affect her practice as a registered nurse.
6. The above facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99(b), including but not limited to:
 - a. §20-99(b)(2);
 - b. §20-99(b)(4); and/or
 - c. §20-99(b)(5).

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the General Statutes of Connecticut, §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Leah Pressley as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 26th day of July 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

SUMMARY SUSPENSION COVER SHEET

In re: Chanelle Walker, R.N.

Petition No. 2021-626

1. Chanelle Walker of Sharon, Massachusetts (hereinafter "respondent") was issued Connecticut registered nurse license number 144218 on August 16, 2017. Respondent entered into an Interim Consent Order with the Department of Public Health (hereinafter "the Department") on July 29, 2019. License number 144218 expired on July 31, 2019 and subsequently lapsed. License number 144218 was reinstated pursuant to the terms of a Reinstatement Consent Order in Petition Number 2021-290 dated May 19, 2021 (the "Reinstatement Consent Order").
2. Respondent has a history of abusing multiple substances, and in approximately January 2020 was diagnosed with alcohol dependence, opioid dependence, and cocaine dependence.
3. Respondent has a history of mental health issues and in approximately January 2020 was diagnosed with an emotional disorder.
4. Respondent's abuse of alcohol, opioids, and cocaine, and her emotional disorder does, and/or may, affect her ability to practice as a registered nurse.
5. On May 19, 2021, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") ordered the above-referenced Reinstatement Consent Order that placed respondent's registered nurse license on probation for a period of four years. Such disciplinary action was based upon respondent's admitted history of abusing multiple substances and history of mental health issues.
6. Said Order specifically provided in Paragraph 3B that "Respondent shall not obtain or use controlled substances, legend drugs or alcohol in any form unless prescribed or recommended for a legitimate therapeutic purpose by a licensed health care professional authorized to prescribe medications." Paragraph 3B(5) provides that "All screens shall be negative for the presence of drugs and alcohol. Respondent agrees that an EtG (Ethylglucuronide) test report of EtG at a level of 1000 ng/mL or higher shall be deemed to constitute a positive screen for the presence of alcohol."
7. On June 29, 2021, respondent tested positive for metabolites of alcohol, EtG and EtS (Ethyl Sulfate). An EtG level was confirmed at 784,650 ng/mL and an EtS level was confirmed at 216,700 ng/mL. Respondent also tested positive for ethanol which was confirmed at a level of 0.093%.
8. On July 12, 2021, respondent tested positive for EtG at a confirmed level of 3620 ng/mL, and positive for EtS at a confirmed level of 1700 ng/mL.
9. For the foregoing reasons, the Department believes that respondent's continued practice as a registered nurse represents a clear and immediate danger to the public health and safety. The Department respectfully requests that this Board summarily suspend respondent's license until a full hearing on the merits can be held.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Channelle Walker, R.N.

Petition No. 2021-626

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health (hereinafter "the Department") hereby moves in accordance with the General Statutes of Connecticut §§4-182(c) and 19a-17(c) that the Connecticut Board of Examiners for Nursing summarily suspend the license of Channelle Walker to practice registered nursing in Connecticut. This motion is based on the attached Statement of Charges, Affidavits and on the Department's information and belief that the continued practice of registered nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 26th day of July 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Channelle Walker, R.N.

Petition No. 2021-626

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Channelle Walker:

COUNT ONE

1. Channelle Walker of Sharon, Massachusetts (hereinafter "respondent") was issued Connecticut registered nurse license number 144218 on August 16, 2017. Respondent entered into an Interim Consent Order with the Department of Public Health (hereinafter "the Department") on July 29, 2019. License number 144218 expired on July 31, 2019 and subsequently lapsed. License number 144218 was reinstated pursuant to the terms of a Reinstatement Consent Order in Petition Number 2021-290 dated May 19, 2021 (the "Reinstatement Consent Order").
2. Respondent has a history of abusing multiple substances, and in approximately January 2020 was diagnosed with alcohol dependence, opioid dependence, and cocaine dependence.
3. Respondent has a history of mental health issues and in approximately January 2020 was diagnosed with an emotional disorder.
4. Respondent's abuse of alcohol, opioids, and cocaine, and her emotional disorder does, and/or may, affect her ability to practice as a registered nurse.
5. The above-described facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut §20-99(b) including, but not limited to:
 - a. §20-99(b)(4); and/or
 - b. §20-99(b)(5).

COUNT TWO

6. Paragraphs one through four are incorporated herein by reference as if set forth in full.
7. On May 19, 2021, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") ordered the above-referenced Reinstatement Consent Order that placed respondent's registered nurse license on probation for a period of four years. Such disciplinary action was based upon respondent's admitted history of abusing multiple substances and history of mental health issues.

8. Said Order specifically provided in Paragraph 3B that “Respondent shall not obtain or use controlled substances, legend drugs or alcohol in any form unless prescribed or recommended for a legitimate therapeutic purpose by a licensed health care professional authorized to prescribe medications.” Paragraph 3B(5) provides that “All screens shall be negative for the presence of drugs and alcohol. Respondent agrees that an EtG (Ethylglucuronide) test report of EtG at a level of 1000 ng/mL or higher shall be deemed to constitute a positive screen for the presence of alcohol.”
9. On or about June 29, 2021, respondent tested positive for metabolites of alcohol, EtG and EtS (Ethyl Sulfate). An EtG level was confirmed at 784,650 ng/mL and an EtS level was confirmed at 216,700 ng/mL. Respondent also tested positive for ethanol which was confirmed at a level of 0.093%.
10. On or about July 12, 2021, respondent tested positive for EtG at a confirmed level of 3620 ng/mL, and positive for EtS at a confirmed level of 1700 ng/mL.
11. Respondent’s conduct as described above constitutes violations of the terms of probation as set forth in the Reinstatement Consent Order, and subjects respondent’s license to revocation or other disciplinary action authorized by the General Statutes of Connecticut, §§19a-17 and 20-99(b).

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the General Statutes of Connecticut, §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Channelle Walker as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 26th day of July 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

soc2

CONSENT ORDER COVER SHEET

In re: Yvonne Willis, L.P.N.

Petition No. 2019-1438

1. Yvonne Willis of East Hartford, Connecticut (hereinafter "respondent") was issued license number 031767 to practice as a licensed practical nurse on April 3, 2006.
2. Respondent graduated from Atlanta Technical College in 2003.
3. Respondent has no disciplinary history.
4. The Department's Practitioner Licensing and Investigations Section opened this petition after receiving a referral from the Department's Facilities Licensing and Investigations Section concerning respondent's care for a ventilator dependent pediatric patient with a complicated medical history.
5. The Department alleges that on or about May 26, 2018, respondent's care for the patient failed to meet the standard of care in that respondent failed to timely and/or accurately inform her nursing supervisor or the patient's parents of the patient's change in condition; respondent failed to properly execute a 911 call when the patient was in an acute respiratory distress system; or respondent failed to completely, properly and/or accurately document medical records.
6. The proposed Consent Order provides for a reprimand and a one-year probationary period that includes employer reports, coursework in critical thinking skills, respiratory care and management of a ventilator dependent patient and documentation, and no home care, pool nursing or self-employment.
7. The Department and respondent respectfully request that the Board accept the proposed Consent Order.

CONFIDENTIALITY NOTICE: This document and all attachments may contain information that is confidential or privileged. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Yvonne Willis, L.P.N.

Petition No. 2019-1438

CONSENT ORDER

WHEREAS, Yvonne Willis (hereinafter "respondent") of East Hartford, Connecticut has been issued license number 031767 to practice as a licensed practical nurse by the Connecticut Department of Public Health (hereinafter "the Department") pursuant to Chapter 378 of the General Statutes of Connecticut, as amended; and,

WHEREAS, the Department alleges that:

1. Respondent generally cared for a ventilator dependent pediatric patient with a complicated medical history in a home care setting, on a night shift, four days a week. On or about May 26, 2018, respondent's care for said patient failed to meet the standard of care in one or more of the following ways:
 - a. Respondent failed to timely and/or accurately inform her nursing supervisor and/or the patient's parents of the patient's change in condition;
 - b. Respondent failed to properly execute a 911 call when the patient was in an acute respiratory distress situation; and/or
 - c. Respondent failed to completely, properly and/or accurately document medical records.
2. The above-described facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99(b), including but not limited to §20-99(b)(2).

WHEREAS, respondent, in consideration of this Consent Order, has chosen not to contest the above allegations of wrongdoing at a hearing before the Board of Examiners for Nursing (hereinafter "the Board"). While admitting no guilt or wrongdoing, respondent agrees that for the purpose of this or any future proceedings before the Board, this Consent Order shall have the same effect as if ordered after a full hearing pursuant to §§19a-9, 19a-10, and 20-99(a) of the General Statutes of Connecticut.

NOW THEREFORE, pursuant to §19a-17 and §20-99(a) of the General Statutes of Connecticut, respondent hereby stipulates and agrees to the following:

1. Respondent waives respondent's right to a hearing on the merits of this matter.
2. Respondent shall comply with all federal and state statutes and regulations applicable to respondent's profession.
3. Respondent's license number 031767 to practice as a licensed practical nurse in the State of Connecticut is hereby reprimanded.
4. Respondent's license number 031767 to practice as a licensed practical nurse in the State of Connecticut is hereby placed on probation for one (1) year, subject to the following terms and conditions:
 - A. Within the first four (4) months of the probationary period, respondent shall attend and successfully complete coursework in critical thinking skills, respiratory care and management of a ventilator dependent patient, and documentation, pre-approved by the Department. Within fourteen (14) days of the completion of each such course, respondent shall provide the Department with proof, to the Department's satisfaction, of the successful completion of each course.

- B. Respondent shall provide a copy of this Consent Order to all current and future employers for the duration of probation.
- C. Respondent shall not be employed as a nurse for a personnel provider service, assisted living services agency, homemaker – home health aide agency, or home health care agency, and shall not be self-employed as a nurse for the period of probation.
- D. Respondent shall be responsible for the provision of quarterly written reports directly to the Department from respondent's nursing supervisor (i.e., Director of Nursing) for the entire probationary period. Respondent shall provide a copy of this Consent Order to any and all employers if employed as a nurse during the probationary period. The Department shall be notified in writing by any employer(s) within fifteen (15) days of the commencement of employment as to the receipt of a copy of this Consent Order. Employer reports shall include documentation of respondent's ability to safely and competently practice nursing, and shall be issued to the Department at the address cited in paragraph 4I below. A report indicating that respondent is not practicing with reasonable skill and safety shall be deemed to be a violation of this Consent Order.
- E. Respondent shall notify the Department in writing of any change of employment within fifteen (15) days of such change.
- F. Respondent shall notify the Department of any change in respondent's home or business address within fifteen (15) days of such change.
- G. If respondent pursues further training or is engaged at the time of the implementation of the Consent Order, in an educational program in any subject area that is regulated by the Department, respondent shall provide a copy of this Consent Order to the educational institution or, if not an institution, to respondent's instructor. Such institution or

instructor shall notify the Department of receipt of the Consent Order within fifteen (15) days of receipt.

- H. All reports required by the terms of this Consent Order shall be due according to a schedule to be established by the Department of Public Health.
- I. All correspondence and reports shall be addressed to:

Lavita Sookram, R.N., Nurse Consultant
Practitioner Compliance and Monitoring Unit
Department of Public Health
410 Capitol Avenue, MS #12HSR
P.O. Box 340308
Hartford, CT 06134-0308

- 5. Any violation of the terms of this Consent Order without prior written approval by the Department shall constitute grounds for the Department to seek revocation of respondent's nursing license following notice and an opportunity to be heard. Respondent shall pay all costs necessary to comply with this Consent Order.
- 6. Any extension of time or grace period for reporting granted by the Department shall not be a waiver or preclude the Department's right to take action at a later time. The Department shall not be required to grant future extensions of time or grace periods.
- 7. Legal notice of any action shall be deemed sufficient if sent to respondent's last known address of record reported to the Practitioner Licensing and Investigations Section of the Healthcare Quality and Safety Branch of the Department.
- 8. This Consent Order is effective on the first day of the month immediately following the month in which this Consent Order is approved and accepted by the Board.
- 9. Respondent understands this Consent Order is a matter of public record.

10. Respondent understands and agrees that the Department's allegation as contained in this Consent Order shall be deemed true in any subsequent proceeding before the Board in which (1) respondent's compliance with this same Consent Order is at issue, or (2) respondent's compliance with §20-99(b) of the General Statutes of Connecticut, as amended, is at issue. Further, respondent understands that any discipline imposed by this Consent Order shall be reported to the National Practitioner Data Bank maintained by the United States Department of Health and Human Services.
11. In the event respondent violates a term of this Consent Order, respondent agrees immediately to refrain from practicing as a nurse, upon request by the Department, for a period not to exceed forty-five (45) days. During that time period, respondent further agrees to cooperate with the Department in its investigation of the violation, and to submit to and complete a medical, psychiatric or psychological evaluation, if requested to do so by the Department; and, that the results of the evaluation shall be submitted directly to the Department. Respondent further agrees that failure to cooperate with the Department in its investigation during said forty-five (45) day period shall constitute grounds for the Department to seek a summary suspension of respondent's license. In any such summary action, respondent stipulates that failure to cooperate with the Department's investigation shall be considered by the Board and shall be given due weight by the Board in determining whether respondent's conduct constitutes a clear and immediate danger as required pursuant to Connecticut General Statutes, sections 4-182(c) and 19a-17(c). The Department and respondent understand that the Board has complete and final discretion as to whether a summary suspension is ordered.
12. In the event respondent does not practice as a nurse for periods of thirty (30) consecutive days or longer, respondent shall notify the Department in writing. Such periods of times shall not

be counted in reducing the probationary period covered by this Consent Order and such terms shall be held in abeyance. During such time period, respondent shall not be responsible for complying with the terms of probation of this Consent Order. In the event respondent resumes the practice of nursing, respondent shall provide the Department with thirty (30) days prior written notice. Respondent shall not return to the practice of nursing without written pre-approval from the Department. Respondent agrees that the Department, in its complete discretion, may require additional documentation from respondent and/or require respondent to satisfy other conditions or terms as a condition precedent to respondent's return to practice. Respondent agrees that any return to the practice of nursing without pre-approval from the Department shall constitute a violation of this Consent Order and may subject the respondent to further disciplinary action.

13. If, during the period of probation, respondent practices nursing outside Connecticut, respondent shall provide written notice to the Department concerning such practice. During such time period, respondent shall not be responsible for complying with the terms of probation of this Consent Order, and such time period shall not be counted in reducing the probationary period covered by this Consent Order. Respondent may comply with the terms of probation while practicing outside Connecticut if pre-approved by the Department. In the event respondent intends to return to the practice of nursing in Connecticut, respondent shall provide the Department with thirty (30) days prior written notice and agrees to comply with all terms and conditions contained in paragraph 4 above.
14. In the event respondent violates any term of this Consent Order, said violation may also constitute grounds for the Department to seek a summary suspension of respondent's license before the Board.

15. This Consent Order and terms set forth herein are not subject to reconsideration, collateral attack or judicial review under any form or in any forum. Respondent agrees that this Consent Order shall not be subject to modification as a result of any claim that the terms contained herein may result in action by third parties, including, but not limited to, healthcare facilities and/or credentialing or licensure boards and respondent waives any right to seek reconsideration or modification of this Consent Order pursuant to §4-181a of the General Statutes of Connecticut without the express consent and agreement of the Department. Respondent assumes all responsibility for assessing such actions prior to the execution of this document. Further, this Consent Order is not subject to appeal or review under the provisions of Chapters 54 and 368a of the General Statutes of Connecticut, provided that this stipulation shall not deprive respondent of any other rights that respondent may have under the laws of the State of Connecticut or of the United States.
16. Respondent permits a representative of the Department to present this Consent Order and the factual basis for this Consent Order to the Board. The Department and respondent agree that the Board has complete and final discretion as to whether an executed Consent Order is approved or accepted. Respondent hereby waives any claim of error that could be raised that is related to or arises during the course of the Board's discussions regarding whether to approve or reject this Consent Order and/or a Board member's participation during this process, through the Board member's review or comments, including but not limited to bias or reliance on evidence outside the administrative record if this matter proceeds to a hearing on a statement of charges resulting in a proposed decision and/or final decision by the Board.

17. This Consent Order is a revocable offer of settlement, which may be modified by mutual agreement or withdrawn by the Department at any time prior to its being executed by the last signatory.
18. Respondent has had the opportunity to consult with an attorney prior to signing this document.
19. The execution of this document has no bearing on any criminal liability without the written consent of the Director of the Medicaid Fraud Control Unit or the State's Attorney's Office where the allegation occurred or Bureau Chief of the applicable unit in the Chief State's Attorney's Office. The purpose of this Consent Order is to resolve the pending administrative license disciplinary petition only and is not intended to affect any civil or criminal liability or defense.
20. This Consent Order embodies the entire agreement of the parties with respect to this case. All previous communications or agreements regarding the subject matter of this consent order, whether oral or written, between the parties are superseded unless expressly incorporated herein or made a part hereof.

*

*

*

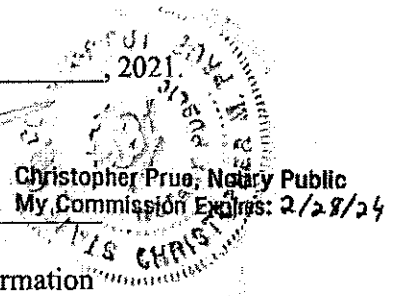
*

I, Yvonne Willis, have read the above Consent Order, and I agree to the terms set forth therein. I further declare the execution of this Consent Order to be my free act and deed.

Yvonne Willis
Yvonne Willis

Subscribed and sworn to before me this 24th day of June, 2021.

Christopher Prue
Notary Public or person authorized
by law to administer an oath or affirmation



The above Consent Order having been presented to the duly appointed agent of the Commissioner of the Department of Public Health on the 8th day of July, 2021, it is hereby accepted.

Christian D. Andresen

Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

The above Consent Order having been presented to the duly appointed agent of the Connecticut Board of Examiners for Nursing on the _____ day of _____, 2021, it is hereby ordered and accepted.

BY: _____
Connecticut Board of Examiners for Nursing

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Meghan Frederick, L.P.N.

Petition No. 2021-206

STATEMENT OF CHARGES

Pursuant to the Connecticut General Statutes §§19a-10 and 19a-14, the Department of Public Health ("the Department") brings the following charges against Meghan Frederick:

1. Meghan Frederick of Dayville, Connecticut ("respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut licensed practical nursing license number 037253.
2. From approximately 2021 through the present, respondent has or had emotional disorders and/or mental illnesses ("diagnoses").
3. On multiple occasions from January 27, 2021 through March 7, 2021, respondent abused or utilized to excess alcohol, Flexeril, marijuana and/or oxycodone.
4. Respondent's diagnoses and/or abuse or utilization to excess of alcohol, Flexeril, marijuana and/or oxycodone does and/or may affect her practice as a licensed practical nurse.
5. The above describe facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99(b), including but not limited to §20-99(b)(4) and/or 20-99(b)(5).

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the Connecticut General Statutes §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Meghan Frederick as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut on June 24, 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

BOARD OF EXAMINERS FOR NURSING

In re: Meghan Frederick, LPN

Petition Nos. 2021-206

SUMMARY SUSPENSION ORDER

WHEREAS, the Department of Public Health having moved for an order of summary suspension in this matter and having submitted duly verified affidavits in support of its motion; and,

WHEREAS, said affidavits allege facts which show violations of §20-99(b) of the Connecticut General Statutes, and which imperatively require emergency action in that the public health, safety or welfare of the citizens of the State of Connecticut is in clear and immediate danger.

NOW, THEREFORE, pursuant to §4-182(c) and §19a-17(c) of the Connecticut General Statutes, it is hereby **ORDERED**, by vote of the Board of Examiners for Nursing:

1. That license number 037253 of Meghan Frederick to practice as a licensed practical nurse in the State of Connecticut is hereby summarily suspended pending a final determination by the Board of Examiners for Nursing regarding the allegations contained in the Statement of Charges, and
2. That a hearing in this matter is scheduled for the 11th day of August 2021, at 9:00 a.m. The hearing will be held by video conference.

Dated at Waterbury, Connecticut this 21st day of July, 2021.

Patricia C. Bouffard, D.N.Sc., RN

Patricia C. Bouffard, D.N.Sc., RN, Chair
Connecticut Board of Examiners for Nursing



Phone: (860) 509-7566 • Fax: (860) 707-1904
Telecommunications Relay Service 7-1-1
410 Capitol Avenue, P.O. Box 340308
Hartford, Connecticut 06134-0308
www.ct.gov/dph

Affirmative Action/Equal Opportunity Employer



**STATE OF CONNECTICUT
CONNECTICUT BOARD OF EXAMINERS FOR NURSING**

Meghan Frederick
77 Kenneth Drive
Dayville, CT 06241

VIA EMAIL (mfrederick62808@gmail.com)

RE: Meghan Frederick, LPN - Petition No. 2021-206

NOTICE OF HEARING

By authority of the General Statutes of Connecticut, Section 4-177, you are hereby notified to appear before the Board of Examiners for Nursing for a hearing on the attached Charges against you at 9:00 AM on **August 11, 2021**. The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing. The link to connect to the hearing will be provided by email 3-5 days prior to the hearing.

These Charges are being brought against you under the provisions of the Sections 19a-9, 19a-10 and 20-99(b) of the Connecticut General Statutes. The hearing will be conducted in accordance with Chapter 54 of the General Statutes of Connecticut and Section 19a-9-1, et seq., of the Regulations of Connecticut State Agencies (Public Health Code).

At the hearing you will have the opportunity to present your evidence, including witnesses and documents. It will be your responsibility to provide the hearing connection link to any witnesses you may call.

Filing an Answer; Failure to File Answer:

You are required to file an answer to the attached Charges with the Department of Public Health within 14 days from the date of this Notice of Hearing. *Please note: failure to file an Answer could result in the allegations being found to be true as stated, and the possibility that you will not be permitted to submit any evidence concerning the allegations.*

Representation by an Attorney:

At the aforementioned hearing you may be represented by an attorney and present evidence on your behalf. Although you may represent yourself (pro se), you are urged to obtain the services of an attorney.

Documents:

If you intend to introduce documents into evidence, **YOU MUST COMPLY WITH THE FOLLOWING REQUIREMENTS:**

Exhibits should be pre-marked for identification (i.e. Department exhibit 1, Respondent exhibit A), page numbered, and properly redacted.

The following information shall be redacted.

- (1) Date of birth
- (2) Mother's maiden name
- (3) Motor vehicle operator's license number
- (4) Social Security Number
- (5) Other government-issued identification number
- (6) Health insurance identification number
- (7) Financial account number
- (8) Security code or personal identification number (PIN)

Order Re: Filings

In preparation for this hearing you must, no later than July 28, 2021, provide the information specified in the attached Notice for Submissions.

All communications to the Board shall be submitted in this fashion. The Department or Respondent shall provide a copy of each document filed to Respondent or Department as the case may be and certify such to the Board.

Failure to Appear:

If you fail to appear at the hearing, upon proof that due notice was served upon you to appear, the Board may proceed in the same manner as though you were present in person. **The Board may hold a fact-finding meeting immediately following the close of the record.**

Please call 860-509-7566 as soon as possible if you have any questions about the hearing schedule.

Dated at Hartford, Connecticut this 2nd day of July, 2021.

For the Connecticut Board of Examiners for Nursing

/s/ Jeffrey A. Kardys

Jeffrey A. Kardys, Administrative Hearings Specialist

c: Christian Andresen, Section Chief, Practitioner Licensing and Investigations
Joelle Newton, Staff Attorney, Office of Legal Compliance

The Department of Public Health is an equal opportunity provider and employer.

*If you require aid/accommodation to participate fully and fairly,
please contact the Public Health Hearing Office at 860-509-7566.*

Notice for Submissions

The hearing in the matter of **Meghan Frederick, LPN** has been scheduled for **August 11, 2021** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **July 28, 2021**, you must provide the following by electronic mail response to the Department of Public Health, Public Health Hearing Office at pgho.dph@ct.gov

1. Electronically Pre-filed exhibits – Exhibits should be pre-marked for identification (i.e. Department exhibit 1, Respondent exhibit A), page numbered, and properly redacted. *Parties and/or counsel should stipulate to any exhibits and facts not in dispute, and provide any objections to proposed exhibits.* All exhibits also must be sent to the opposing party or counsel.
2. Witness List – identify any persons expected to be called to testify. Be sure to notify your witnesses that they will be required to remain available and in attendance for the full duration of the hearing. (This will eliminate the difficulty of trying to reach witnesses again for rebuttal or additional examination later in the hearing). Witness lists also must be sent to the opposing party or counsel.
3. Photo Identification: a copy of a government-issued photo identification of the parties and witnesses.
4. Electronic Mail (“e-mail”) addresses for parties, counsel and witnesses. All e-mail addresses must be current and able to receive all notices relating to this matter.
5. Cellphone numbers for all parties, counsel, and witnesses at which they can be reached and respond to text message during the hearing (in the event a connection is lost).
6. A statement whether executive session may be required to receive testimony containing personal protected information, and if so, what that information may be (treatment records, patient records, therapy reports). Parties or counsel should identify any witnesses listed in response to #2 above who may provide testimony relating to personal protected information requiring executive session.
7. A statement whether an interpreter will be needed for the proceeding.

This is a formal public hearing. It will be video recorded and posted on the DPH website for public viewing. All hearing participants should appear in proper attire, in proper surroundings, and remove any potential distractions.

In preparation, please make sure all of your devices are fully functioning and properly charged. All participants are required to have video and audio functions on when testifying or speaking. Our office will contact you again 3 to 5 calendar days prior to the hearing to provide you with any further instructions and a Microsoft Teams link / phone number and code to enter the hearing.

Should you have any question please contact the hearing office at pgho.dph@ct.gov.

BOARD EXHIBIT 4

From: [Kardys, Jeffrey](#)
To: mfrederick62808@gmail.com; [Newton, Joelle](#)
Cc: [Andresen, Chris](#); [Carragher, Stephen](#); [Brown, Deborah M.](#); [Miranda, Carmen](#); [Cotto, Nydia](#)
Subject: Notice of Hearing - Board of Examiners for Nursing
Date: Friday, July 02, 2021 3:46:00 PM
Attachments: [Meghan Frederick, LPN - NOH, SOC 7-02-2021.pdf](#)
[image002.png](#)
Importance: High

RE: Meghan Frederick, LPN - Petition No. 2021-206

Attached is a Notice of Hearing in the referenced matter.

Jeffrey A. Kardys
Administrative Hearings Specialist
State of Connecticut
Department of Public Health
Legal Office/Public Health Hearing Office
410 Capitol Avenue, MS 13PHO
PO Box 340308
Hartford, CT 06134-0308
860-509-7566 Fax 860-707-1904
Jeffrey.kardys@ct.gov

www.ct.gov/dph/hearingoffice



From: [Kardys, Jeffrey](#)
To: mfrederick62808@gmail.com; [Newton, Joelle](#)
Subject: HEARING - CONNECTICUT BOARD OF EXAMINERS FOR NURSING
Date: Thursday, July 22, 2021 11:43:00 AM
Attachments: [Meghan Frederick, LPN - SS, NOH 7-22-2021.pdf](#)
[image002.png](#)
Importance: High

RE: Meghan Frederick, LPN - Petition No. 2021-206

Attached is a Summary Suspension Order in the referenced matter.

Jeffrey A. Kardys
Administrative Hearings Specialist
State of Connecticut
Department of Public Health
Legal Office/Public Health Hearing Office
410 Capitol Avenue, MS 13PHO
PO Box 340308
Hartford, CT 06134-0308
860-509-7566 Fax 860-707-1904
Jeffrey.kardys@ct.gov

www.ct.gov/dph/hearingoffice



BOARD EXHIBIT 5

Credential View Screen [entity tree](#)

<p>MEGHAN H FREDERICK</p> <p>Address:</p> <p><input checked="" type="radio"/> Public <input type="radio"/> Mail</p> <div style="border: 1px solid black; padding: 2px;"> <p>MEGHAN H FREDERICK 77 KENNETH DR DAYVILLE, CT 06241-2035</p> </div>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>ID</td><td>[REDACTED]</td></tr> <tr><td>Warnings</td><td></td></tr> <tr><td>SSN/FEIN</td><td>[REDACTED]</td></tr> <tr><td>Contact Standing</td><td>---</td></tr> <tr><td>Contact Type</td><td>INDIVIDUAL</td></tr> <tr><td>Birth Date</td><td>[REDACTED]</td></tr> <tr><td>Public File</td><td>YES</td></tr> <tr><td>Mailing List</td><td></td></tr> <tr><td>US Citizen</td><td></td></tr> <tr><td>E-mail</td><td>mfrederick62808@gmail.com</td></tr> </table>	ID	[REDACTED]	Warnings		SSN/FEIN	[REDACTED]	Contact Standing	---	Contact Type	INDIVIDUAL	Birth Date	[REDACTED]	Public File	YES	Mailing List		US Citizen		E-mail	mfrederick62808@gmail.com	<ul style="list-style-type: none"> Contact Audit Enforcement View Cont. Edu Documents E-mail Owned By/Key Mgmt Exams Experience Notes Schools Librarian Application Other State License Background Check Online Information Reports
ID	[REDACTED]																					
Warnings																						
SSN/FEIN	[REDACTED]																					
Contact Standing	---																					
Contact Type	INDIVIDUAL																					
Birth Date	[REDACTED]																					
Public File	YES																					
Mailing List																						
US Citizen																						
E-mail	mfrederick62808@gmail.com																					
Comments:																						

Licensed Practical Nurse

<table style="width: 100%; border-collapse: collapse;"> <tr><td>Credential #</td><td>11.037253</td></tr> <tr><td>Preferred Credential Name</td><td>MEGHAN FREDERICK, LPN</td></tr> <tr><td>Application Date</td><td>07/06/2012</td></tr> <tr><td>Effective Date</td><td>02/01/2021</td></tr> <tr><td>Expiration Date</td><td>01/31/2022</td></tr> <tr><td>First Issuance Date</td><td>08/06/2012</td></tr> </table>	Credential #	11.037253	Preferred Credential Name	MEGHAN FREDERICK, LPN	Application Date	07/06/2012	Effective Date	02/01/2021	Expiration Date	01/31/2022	First Issuance Date	08/06/2012	<table style="width: 100%; border-collapse: collapse;"> <tr><td>Credential Status</td><td>ACTIVE (07/22/2021)</td></tr> <tr><td>Status Reason</td><td>SUSPENDED</td></tr> <tr><td>Amount Due</td><td>\$0.00</td></tr> <tr><td>Date Last Activity</td><td>7/22/2021 11:49:30 AM</td></tr> <tr><td>Last Updated by</td><td>Nydia Cotto</td></tr> <tr><td>Certificate Sent Date</td><td>03/26/2021</td></tr> </table>	Credential Status	ACTIVE (07/22/2021)	Status Reason	SUSPENDED	Amount Due	\$0.00	Date Last Activity	7/22/2021 11:49:30 AM	Last Updated by	Nydia Cotto	Certificate Sent Date	03/26/2021	<ul style="list-style-type: none"> Audit Documents Verification Workflow Key Mgmt Fees Notes Print Docs Comp. Audit Renewal License Status History Online Information
Credential #	11.037253																									
Preferred Credential Name	MEGHAN FREDERICK, LPN																									
Application Date	07/06/2012																									
Effective Date	02/01/2021																									
Expiration Date	01/31/2022																									
First Issuance Date	08/06/2012																									
Credential Status	ACTIVE (07/22/2021)																									
Status Reason	SUSPENDED																									
Amount Due	\$0.00																									
Date Last Activity	7/22/2021 11:49:30 AM																									
Last Updated by	Nydia Cotto																									
Certificate Sent Date	03/26/2021																									
Comments:																										

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Patricia Fryer, R. N.

Petition No. 2021-572

STATEMENT OF CHARGES

Pursuant to Connecticut General Statutes, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Patricia Fryer:

FIRST COUNT

1. Patricia Fryer of New Haven, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nurse license number 079638.
2. On or about May 25, 2021, respondent abused and/or utilized to excess cannabis or marijuana.
3. On or about June 29, 2021, respondent abused and/or utilized to excess alcohol.
4. Respondent's abuse and/or excess use of cannabis, marijuana and/or alcohol does, and/or may, affect her practice as a nurse.
5. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes, §20-99(b), including but not limited to §20-99(b)(5).

SECOND COUNT

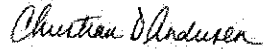
6. Paragraph 1 is incorporated herein by reference as if set forth in full.
7. On October 16, 2019, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") ordered a Consent Order in Petition Number 2019-760 (hereinafter "the Consent Order") that placed respondent's nursing license on probation for a period of four (4) years. Such disciplinary action was based upon respondent's admitted abuse or excess use of marijuana and cocaine.
8. The Consent Order required, in part, that respondent shall not obtain or use controlled substances unless prescribed for a legitimate therapeutic purpose by a licensed health care professional and that all urine screens be negative for the presence of drugs and alcohol.
9. On or about May 30, 2021, respondent tested positive for cannabinoid and/or marijuana.
10. On or about July 7, 2021, respondent tested positive for ethanol and/or alcohol.

11. Respondent's conduct as described above constitutes violations of the terms of probation as set forth in the Consent Order, and subjects respondent's license to revocation or other disciplinary action authorized by Connecticut General Statutes, §§19a-17 and 20-99(b).

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by Connecticut General Statutes, §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Patricia Fryer as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 16th day of July, 2021.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

soe2

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH


In re: Patricia Fryer, R.N.

Petition No. 2021-572

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health (hereinafter "the Department") hereby moves in accordance with Connecticut General Statutes §§4-182(c) and 19a-17(c) that the Connecticut Board of Examiners for Nursing summarily suspend the license of Patricia Fryer to practice nursing in Connecticut. This motion is based on the attached Statement of Charges, Affidavit and on the Department's information and belief that the continued practice of Patricia Fryer represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 16th day of July, 2021.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

BOARD OF EXAMINERS FOR NURSING

In re: Patricia Fryer, RN

Petition Nos. 2021-572

SUMMARY SUSPENSION ORDER

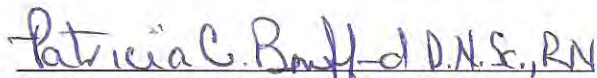
WHEREAS, the Department of Public Health having moved for an order of summary suspension in this matter and having submitted duly verified affidavits in support of its motion; and,

WHEREAS, said affidavits allege facts which show violations of §20-99(b) of the Connecticut General Statutes, and which imperatively require emergency action in that the public health, safety or welfare of the citizens of the State of Connecticut is in clear and immediate danger.

NOW, THEREFORE, pursuant to §4-182(c) and §19a-17(c) of the Connecticut General Statutes, it is hereby **ORDERED**, by vote of the Board of Examiners for Nursing:

1. That license number 079638 of Patricia Fryer to practice as a registered nurse in the State of Connecticut is hereby summarily suspended pending a final determination by the Board of Examiners for Nursing regarding the allegations contained in the Statement of Charges, and
2. That a hearing in this matter is scheduled for the 11th day of August 2021, at 9:00 a.m. The hearing will be held by video conference.

Dated at Waterbury, Connecticut this 21st day of July, 2021.


Patricia C. Bouffard, D.N.Sc., RN, Chair
Connecticut Board of Examiners for Nursing



Phone: (860) 509-7566 • Fax: (860) 707-1904
Telecommunications Relay Service 7-1-1
410 Capitol Avenue, P.O. Box 340308
Hartford, Connecticut 06134-0308
www.ct.gov/dph

Affirmative Action/Equal Opportunity Employer



BOARD EXHIBIT 4

STATE OF CONNECTICUT CONNECTICUT BOARD OF EXAMINERS FOR NURSING

Patricia Fryer
156 Fitch Street
New Haven, CT 06515

VIA EMAIL (tricia84@gmail.com)
and First Class Mail

RE: Patricia Fryer, RN - Petition No. 2021-572

NOTICE OF HEARING

By authority of the General Statutes of Connecticut, Section 4-177, you are hereby notified to appear before the Board of Examiners for Nursing for a hearing on the attached Charges against you at 9:00 AM on **August 11, 2021**. The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing. The link to connect to the hearing will be provided by email 3-5 days prior to the hearing.

These Charges are being brought against you under the provisions of the Sections 19a-9, 19a-10 and 20-99(b) of the Connecticut General Statutes. The hearing will be conducted in accordance with Chapter 54 of the General Statutes of Connecticut and Section 19a-9-1, et seq., of the Regulations of Connecticut State Agencies (Public Health Code).

At the hearing you will have the opportunity to present your evidence, including witnesses and documents. It will be your responsibility to provide the hearing connection link to any witnesses you may call.

Filing an Answer; Failure to File Answer:

You are required to file an answer to the attached Charges with the Department of Public Health within 14 days from the date of this Notice of Hearing. *Please note: failure to file an Answer could result in the allegations being found to be true as stated, and the possibility that you will not be permitted to submit any evidence concerning the allegations.*

Representation by an Attorney:

At the aforementioned hearing you may be represented by an attorney and present evidence on your behalf. Although you may represent yourself (pro se), you are urged to obtain the services of an attorney.

Documents:

If you intend to introduce documents into evidence, **YOU MUST COMPLY WITH THE FOLLOWING REQUIREMENTS:**

Exhibits should be pre-marked for identification (i.e. Department exhibit 1, Respondent exhibit A), page numbered, and properly redacted.

The following information shall be redacted.

- (1) Date of birth
- (2) Mother's maiden name
- (3) Motor vehicle operator's license number
- (4) Social Security Number
- (5) Other government-issued identification number
- (6) Health insurance identification number
- (7) Financial account number
- (8) Security code or personal identification number (PIN)

Order Re: Filings

In preparation for this hearing you must, no later than July 28 2021, provide the information specified in the attached Notice for Submissions.

All communications to the Board shall be submitted in this fashion. The Department or Respondent shall provide a copy of each document filed to Respondent or Department as the case may be and certify such to the Board.

Failure to Appear:

If you fail to appear at the hearing, upon proof that due notice was served upon you to appear, the Board may proceed in the same manner as though you were present in person. **The Board may hold a fact-finding meeting immediately following the close of the record.**

Please call 860-509-7566 as soon as possible if you have any questions about the hearing schedule.

Dated at Hartford, Connecticut this 22nd day of July, 2021.

For the Connecticut Board of Examiners for Nursing

/s/ Jeffrey A. Kardys
Jeffrey A. Kardys, Administrative Hearings Specialist

c: Christian Andresen, Section Chief, Practitioner Licensing and Investigations
Linda FAzzina, Staff Attorney, Office of Legal Compliance

The Department of Public Health is an equal opportunity provider and employer.

*If you require aid/accommodation to participate fully and fairly,
please contact the Public Health Hearing Office at 860-509-7566.*

Notice for Submissions

The hearing in the matter of **Patricia Fryer, RN** has been scheduled for **August 11, 2021** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **July 28, 2021**, you must provide the following by electronic mail response to the hearing office at ppho.dph@ct.gov

1. Electronically Pre-filed exhibits – Exhibits should be pre-marked for identification (i.e. Department exhibit 1, Respondent exhibit A), page numbered, and properly redacted.
Parties and/or counsel should stipulate to any exhibits and facts not in dispute, and provide any objections to proposed exhibits. All exhibits also must be sent to the opposing party or counsel.
2. Witness List – identify any persons expected to be called to testify. Be sure to notify your witnesses that they will be required to remain available and in attendance for the full duration of the hearing. (This will eliminate the difficulty of trying to reach witnesses again for rebuttal or additional examination later in the hearing). Witness lists also must be sent to the opposing party or counsel.
3. Photo Identification: a copy of a government-issued photo identification of the parties and witnesses.
4. Electronic Mail (“e-mail”) addresses for parties, counsel and witnesses. All e-mail addresses must be current and able to receive all notices relating to this matter.
5. Cellphone numbers for all parties, counsel, and witnesses at which they can be reached and respond to text message during the hearing (in the event a connection is lost).
6. A statement whether executive session may be required to receive testimony containing personal protected information, and if so, what that information may be (treatment records, patient records, therapy reports). Parties or counsel should identify any witnesses listed in response to #2 above who may provide testimony relating to personal protected information requiring executive session.
7. A statement whether an interpreter will be needed for the proceeding.

This is a formal public hearing. It will be video recorded and posted on the DPH website for public viewing. All hearing participants should appear in proper attire, in proper surroundings, and remove any potential distractions.

In preparation, please make sure all of your devices are fully functioning and properly charged. All participants are required to have video and audio functions on when testifying or speaking. Our office will contact you again 3 to 5 calendar days prior to the hearing to provide you with any further instructions and a Microsoft Teams link / phone number and code to enter the hearing.

Should you have any question please contact the hearing office at ppho.dph@ct.gov.

BOARD EXHIBIT 5

Credential View Screen [entity tree](#)

PATRICIA FRYER

Address:

Public Mail

PATRICIA FRYER
156 FITCH ST
NEW HAVEN, CT 06515-1321

ID [REDACTED]
[Warnings](#)
SSN/FEIN [REDACTED]
Contact Standing ---
Contact Type INDIVIDUAL
Birth Date [REDACTED]
Public File **YES**
Mailing List
US Citizen No
E-mail tricia84m@gmail.com

[Contact](#)
[Audit](#)
[Enforcement View](#)
[Cont. Edu](#)
[Documents](#)
[E-mail](#)
[Owned By/Key Mgmt](#)
[Exams](#)
[Experience](#)
[Notes](#)
[Schools](#)
[Librarian](#)
[Application](#)
[Other State License](#)
[Background Check](#)
[Online Information](#)
[Reports](#)

Comments:

Registered Nurse

Credential # [10.079638](#)
Preferred Credential Name [Patricia Ann Fryer, RN](#)
Application Date
Effective Date [02/01/2021](#)
Expiration Date [01/31/2022](#)
First Issuance Date [08/09/2006](#)

Credential Status [ACTIVE \(07/22/2021\)](#)
Status Reason [SUSPENDED](#)
Amount Due [\\$0.00](#)
Date Last Activity [7/22/2021 11:50:08 AM](#)
Last Updated by [Nydia Cotto](#)
Certificate Sent Date [01/19/2021](#)

[Audit](#)
[Documents](#)
[Verification](#)
[Workflow](#)
[Key Mgmt](#)
[Fees](#)
[Notes](#)
[Print Docs](#)
[Comp. Audit](#)
[Renewal](#)
[License Status History](#)
[Online Information](#)

Comments:

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Nichelle Robinson, R.N.

Petition No. 2021-516

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut Sections 19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Nichelle Robinson:

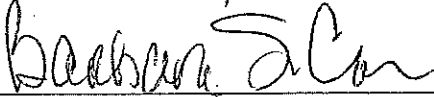
1. Nichelle Robinson of Meriden, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nursing license number 069635.
2. On February 17, 2021, the Connecticut State Board of Examiners for Nursing (hereinafter "the Board") issued a Memorandum of Decision in Petition Number 2018-1078 (hereinafter the Memorandum of Decision"), effective February 17, 2021 that placed respondent's registered nursing license on probation for six (6) months. Such disciplinary action was a result of respondent signing the name of her Director of Nursing on a Controlled Substance Drug Order form, for ordering Tramadol and Lyrica, and for failure to accurately document medical records for two patients regarding the administration and waste of oxycodone/APAP and oxycodone.
3. Said Memorandum of Decision specifically provided, in part, that:
 - a. The Department shall pre-approve Respondent's employment and/or change of employment within the nursing profession;
 - b. Respondent shall provide a copy of the Memorandum of Decision to any and all employers if employed as a nurse during the probationary period. The Department shall be notified in writing by any employer(s), within 30 days of the commencement of employment, as to receipt of a copy of this Decision;
 - c. Respondent shall not administer, count, or have access to controlled substances, nor have responsibility for such activities in the course of performing her nursing duties during the probationary period;

- d. During the first three months of the probationary period, Respondent, at her expense, shall successfully complete a course in medication administration and documentation that is pre-approved by the Department. Respondent shall provide proof to the satisfaction of the Department of her successful completion of the course within 30 days;
 - e. During the first three months of the probationary period, Respondent, at her expense, shall successfully complete a course in ethics that is pre-approved by the Department. Respondent shall provide proof to the satisfaction of the Department of her successful completion of the course within 30 days of completion;
 - f. If employed as a nurse, Respondent shall cause employer reports to be submitted to the Department by her immediate supervisor commencing with the report due on the first business day of the month following employment as a nurse. Employer reports shall be submitted monthly for the entire probationary period.
 - g. If employed as a nurse, Respondent shall cause employer reports to be submitted to the Department by her immediate supervisor during the entire probationary period. Employer reports shall be submitted commencing with the report due on the first business day of the month for the entire probationary period.
4. Respondent's conduct as described above fails to conform to the accepted standards of the nursing profession and constitutes violations of the terms of probation as set forth in the Memorandum of Decision, and subjects respondent's license to revocation or other disciplinary action authorized by the General Statutes of Connecticut, Sections 19a-17 and 20-99(b).

THEREFORE, the Department prays that:

The Connecticut State Board of Examiners for Nursing , as authorized by the General Statutes of Connecticut, Sections 20-99(b) and 19a-17, revoke or order other disciplinary action against the registered nursing license of Nichelle Robinson, as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 19th day of July 2021.



Barbara S. Cass, Branch Chief
Healthcare Quality and Safety Branch

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH


In re: Nichelle Robinson, R.N.

Petition No. 2021-516

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health (hereinafter "the Department") hereby moves in accordance with the General Statutes of Connecticut Sections 4-182(c) and 19a-17(c) that the Connecticut State Board of Examiners for Nursing summarily suspend the license of Nichelle Robinson to practice registered nursing in Connecticut. This motion is based on the attached Statement of Charges, Affidavits and on the Department's information and brief that the continued practice of registered nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 19th day of July 2021.



Barbara S. Cass, Branch Chief
Healthcare Quality and Safety Branch

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

BOARD OF EXAMINERS FOR NURSING

In re: Nichelle Robinson, RN

Petition Nos. 2021-516

SUMMARY SUSPENSION ORDER

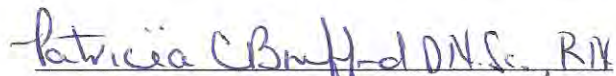
WHEREAS, the Department of Public Health having moved for an order of summary suspension in this matter and having submitted duly verified affidavits in support of its motion; and,

WHEREAS, said affidavits allege facts which show violations of §20-99(b) of the Connecticut General Statutes, and which imperatively require emergency action in that the public health, safety or welfare of the citizens of the State of Connecticut is in clear and immediate danger.

NOW, THEREFORE, pursuant to §4-182(c) and §19a-17(c) of the Connecticut General Statutes, it is hereby **ORDERED**, by vote of the Board of Examiners for Nursing:

1. That license number 069635 of Nichelle Robinson to practice as a registered nurse in the State of Connecticut is hereby summarily suspended pending a final determination by the Board of Examiners for Nursing regarding the allegations contained in the Statement of Charges, and
2. That a hearing in this matter is scheduled for the 11th day of August 2021, at 9:00 a.m. The hearing will be held by video conference.

Dated at Waterbury, Connecticut this 21st day of July, 2021.


Patricia C. Bouffard, D.N.Sc., RN, Chair
Connecticut Board of Examiners for Nursing



Phone: (860) 509-7566 • Fax: (860) 707-1904
Telecommunications Relay Service 7-1-1
410 Capitol Avenue, P.O. Box 340308
Hartford, Connecticut 06134-0308
www.ct.gov/dph

Affirmative Action/Equal Opportunity Employer



**STATE OF CONNECTICUT
CONNECTICUT BOARD OF EXAMINERS FOR NURSING**

Nichelle Robinson
120 Main Street, Apt. 1
Meriden, CT 06451

**VIA EMAIL (nichelle0915@gmail.com)
and First Class Mail**

RE: Nichelle Robinson, RN - Petition No. 2021-516

NOTICE OF HEARING

By authority of the General Statutes of Connecticut, Section 4-177, you are hereby notified to appear before the Board of Examiners for Nursing for a hearing on the attached Charges against you at 9:00 AM on **August 11, 2021**. The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing. The link to connect to the hearing will be provided by email 3-5 days prior to the hearing.

These Charges are being brought against you under the provisions of the Sections 19a-9, 19a-10 and 20-99(b) of the Connecticut General Statutes. The hearing will be conducted in accordance with Chapter 54 of the General Statutes of Connecticut and Section 19a-9-1, et seq., of the Regulations of Connecticut State Agencies (Public Health Code).

At the hearing you will have the opportunity to present your evidence, including witnesses and documents. It will be your responsibility to provide the hearing connection link to any witnesses you may call.

Filing an Answer; Failure to File Answer:

You are required to file an answer to the attached Charges with the Department of Public Health within 14 days from the date of this Notice of Hearing. *Please note: failure to file an Answer could result in the allegations being found to be true as stated, and the possibility that you will not be permitted to submit any evidence concerning the allegations.*

Representation by an Attorney:

At the aforementioned hearing you may be represented by an attorney and present evidence on your behalf. Although you may represent yourself (pro se), you are urged to obtain the services of an attorney.

Documents:

If you intend to introduce documents into evidence, **YOU MUST COMPLY WITH THE FOLLOWING REQUIREMENTS:**

Exhibits should be pre-marked for identification (i.e. Department exhibit 1, Respondent exhibit A), page numbered, and properly redacted.

The following information shall be redacted.

- (1) Date of birth
- (2) Mother's maiden name
- (3) Motor vehicle operator's license number
- (4) Social Security Number
- (5) Other government-issued identification number
- (6) Health insurance identification number
- (7) Financial account number
- (8) Security code or personal identification number (PIN)

Order Re: Filings

In preparation for this hearing you must, no later than July 28 2021, provide the information specified in the attached Notice for Submissions.

All communications to the Board shall be submitted in this fashion. The Department or Respondent shall provide a copy of each document filed to Respondent or Department as the case may be and certify such to the Board.

Failure to Appear:

If you fail to appear at the hearing, upon proof that due notice was served upon you to appear, the Board may proceed in the same manner as though you were present in person. **The Board may hold a fact-finding meeting immediately following the close of the record.**

Please call 860-509-7566 as soon as possible if you have any questions about the hearing schedule.

Dated at Hartford, Connecticut this 22nd day of July, 2021.

For the Connecticut Board of Examiners for Nursing

/s/ Jeffrey A. Kardys
Jeffrey A. Kardys, Administrative Hearings Specialist

c: Christian Andresen, Section Chief, Practitioner Licensing and Investigations
Leslie Scoville, Staff Attorney, Office of Legal Compliance

The Department of Public Health is an equal opportunity provider and employer.

*If you require aid/accommodation to participate fully and fairly,
please contact the Public Health Hearing Office at 860-509-7566.*

Notice for Submissions

The hearing in the matter of **Nichelle Robinson, RN** has been scheduled for **August 11, 2021** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **July 28, 2021**, you must provide the following by electronic mail response to the hearing office at ppho.dph@ct.gov

1. Electronically Pre-filed exhibits – Exhibits should be pre-marked for identification (i.e. Department exhibit 1, Respondent exhibit A), page numbered, and properly redacted.
Parties and/or counsel should stipulate to any exhibits and facts not in dispute, and provide any objections to proposed exhibits. All exhibits also must be sent to the opposing party or counsel.
2. Witness List – identify any persons expected to be called to testify. Be sure to notify your witnesses that they will be required to remain available and in attendance for the full duration of the hearing. (This will eliminate the difficulty of trying to reach witnesses again for rebuttal or additional examination later in the hearing). Witness lists also must be sent to the opposing party or counsel.
3. Photo Identification: a copy of a government-issued photo identification of the parties and witnesses.
4. Electronic Mail (“e-mail”) addresses for parties, counsel and witnesses. All e-mail addresses must be current and able to receive all notices relating to this matter.
5. Cellphone numbers for all parties, counsel, and witnesses at which they can be reached and respond to text message during the hearing (in the event a connection is lost).
6. A statement whether executive session may be required to receive testimony containing personal protected information, and if so, what that information may be (treatment records, patient records, therapy reports). Parties or counsel should identify any witnesses listed in response to #2 above who may provide testimony relating to personal protected information requiring executive session.
7. A statement whether an interpreter will be needed for the proceeding.

This is a formal public hearing. It will be video recorded and posted on the DPH website for public viewing. All hearing participants should appear in proper attire, in proper surroundings, and remove any potential distractions.

In preparation, please make sure all of your devices are fully functioning and properly charged. All participants are required to have video and audio functions on when testifying or speaking. Our office will contact you again 3 to 5 calendar days prior to the hearing to provide you with any further instructions and a Microsoft Teams link / phone number and code to enter the hearing.

Should you have any question please contact the hearing office at ppho.dph@ct.gov.

Credential View Screen [entity tree](#)

NICHELLE ROBINSON

Address:

Public Mail

NICHELLE ROBINSON
120 MAIN ST APT 7
MERIDEN, CT 06451-5158

ID [REDACTED]
Warnings
SSN/FEIN [REDACTED]
Contact Standing ---
Contact Type INDIVIDUAL
Birth Date [REDACTED]
Public File **YES**
Mailing List
US Citizen No
E-mail nichelle0915@gmail.com

- Contact
- Audit**
- Enforcement View**
- Cont. Edu
- Documents
- E-mail**
- Owned By/Key Mgmt
- Exams
- Experience
- Notes
- Schools**
- Librarian
- Application
- Other State License
- Background Check
- Online Information**
- Reports**

Comments:

Registered Nurse

Credential # 10.069635
Preferred Credential Name [Nichelle Robinson, RN](#)
Application Date
Effective Date 10/01/2020
Expiration Date 09/30/2021
First Issuance Date 08/15/2002

Credential Status **ACTIVE** (07/22/2021)
Status Reason **SUSPENDED**
Amount Due **\$0.00**
Date Last Activity 7/22/2021 11:50:45 AM
Last Updated by Nydia Cotto
Certificate Sent Date 03/29/2021

- Audit**
- Documents
- Verification
- Workflow**
- Key Mgmt
- Fees**
- Notes**
- Print Docs**
- Comp. Audit
- Renewal**
- License Status History**
- Online Information**

Comments: