

AGENDA
BOARD OF EXAMINERS FOR NURSING
Department of Public Health
410 Capitol Avenue, Hartford, CT
September 15, 2021 - 8:30 AM

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

MINUTES

July 21, 2021 and August 11, 2021

SCHOOL ISSUES

- *Lincoln Technical Institute – Propose curriculum change*
- *Porter & Chester Institute – Bridgeport Campus*
- *Saint Vincent's College - Approval of Chair of the Associate Degree Nursing Program*
- *Western Connecticut State University – Site Visit*
- *Stone Academy – 5 year study*

CONNECTICUT LEAGUE FOR NURSING – Monthly Update

MEMORANDA OF DECISION

- *Nicholas Lewonczyk, L.P.N. Petition No. 2017-50*
- *Kimberly Lemire, R.N. Petition No. 2019-1237*

LICENSE REINSTATEMENT REQUEST

- *Samantha Angelini, RN* *Dana Dalton, Supervising Nurse Consultant*

LICENSE REINSTATEMENT HEARING REQUEST

- *Tammy Piccirillo, LPN*

MOTION FOR SUMMARY SUSPENSION

- *Amy Saunders, LPN* *Petition No. 2021-518* *Staff Attorney Linda Fazzina*
- *Steven M. Lamoureux, APRN, RN* *Petition Nos. 2021-652, 2021-653* *Staff Attorney Joelle Newton*
- *Stacey Thompson, LPN* *Petition No. 2021-714* *Staff Attorney Aden Baume*
- *Christine Trombino, LPN* *Petition No. 2020-895* *Staff Attorney Aden Baume*

CONSENT ORDERS

- *Linda Lee, L.P.N* *Petition No. 2019-362* *Staff Attorney Joelle Newton*
- *Lashanan J. Massey, LPN* *Petition No. 2019-1192* *Staff Attorney Joelle Newton*
- *Sandra E. Ring, LPN* *Petition No. 2020-1074* *Staff Attorney Diane Wilan*
- *Karen Hull, R.N.* *Petition No. 2020-228* *Staff Attorney Linda Fazzina*

**AGENDA
BOARD OF EXAMINERS FOR NURSING
September 15, 2021 - 8:30 AM**

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FACT-FINDING

- *Patricia Fryer, RN* *Petition No. 2021-572*

HEARINGS

- *Colleen Gallagher, LPN* *Petition No. 2021-630* *Staff Attorney Linda Fazzina*
- *Leah Pressley, RN* *Petition No. 2021-441* *Staff Attorney Diane Wilan*
- *Chanelle Walker, R.N* *Petition No. 2021-626* *Staff Attorney Diane Wilan*

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)

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Phone Conference ID: 415 701 912#

The following minutes are draft minutes which are subject to revision and which have not yet been adopted by the Board.

The **Board of Examiners for Nursing** held a meeting on July 21, 2021 via Microsoft TEAMS.

BOARD MEMBERS PRESENT: Patricia C. Bouffard, RN, D.N.Sc. - (RN Member, Chair)
Cynthia L. Arpin, RN, MSN – (RN Member)
Jason Blando - (Public Member)
Mary E. Dietmann, EdD, APRN, ACNS-BC, CNE - (RN Member)
Lisa S. Freeman, BA - (Public Member)
Jennifer C. Long, APRN, MSN, NNP-BC - (APRN Member)
Geraldine Marrocco, Ed.D., APRN, ANP-BC, FAANP - (RN Member)
Rebecca Martinez, LPN – (LPN Member)
Gina Reiners, PhD, APRN, PMHNP, PMHCNS - (RN Member)

BOARD MEMBERS ABSENT: None

ALSO PRESENT: Alfreda Gaither, Legal Counsel to the Board, DPH
Dana Dalton, RN, Supervising Nurse Consultant, DPH
Helen Smith, RN, Nurse Consultant, DPH
Linda Fazzina, Staff Attorney, DPH
Joelle Newton, Staff Attorney, DPH
Diane Wilan, Staff Attorney, DPH
Jeffrey Kardys, Board Liaison, DPH
Agnieszka Salek, Hearings Liaison, DPH

The meeting commenced at 8:30 a.m. All participants were present by video or telephone conference.

CHAIR UPDATES

Nothing to report

OPEN FORUM

Nothing to report.

APPROVAL OF AGENDA

Gina Reiners made a motion, seconded by Mary Dietmann, to approve the reordering of the agenda. The motion passed unanimously.

NATIONAL COUNCIL STATE BOARDS OF NURSING

Mary Dietmann provided a report of an Education Consultants Group teleconference held on July 7, 2021.

MINUTES

Rebecca Martinez made a motion, seconded by Mary Dietmann, to approve the minutes from May 19, 2021. The motion passed with all in favor except Geraldine Marrocco and Cynthia Arpin who abstained.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to approve the minutes from May 19, 2021. The motion passed with all in favor except Jennifer long who abstained.

Public Act No. 21-152

The Board reviewed Public Act 21-152 which was signed by the Governor on July 12, 2021. The act provides for the Commissioner of Public Health to convene working groups to determine whether Connecticut should join any interstate licensure compacts. Workgroups to explore licensure compacts for nursing, physicians, psychologists and physical therapists will be scheduled.

SCHOOL ISSUES

- Goodwin University

Bruce Hoffman was present from the University. The Board reviewed the university's notice of intent to offer an Associate Degree in Nursing Program at the campus of the University of Bridgeport. No Board action was necessary at this time.

- Sacred Heart University

Mary Dietmann and Jason Blando recused themselves in this matter.

Karen Daley, PhD, Dr. Susan L. Davis, RN & Richard J. Henley were present from Sacred Heart University College of Nursing.

- Gina Reiners made a motion, seconded by Jennifer Long, to approve Karen Daley as Dean of the College of Nursing. University of Connecticut

Angela Starkweather and Thomas Van Hoof were present from the University.

A) Jennifer Long made a motion, seconded by Mary Dietmann, to approve a temporary six-month waiver for Kara Parker, BS, RN to co-teach a clinical practicum for Nursing 3234 Theory and Practice for Adults with Sub acute or Chronic Problems. The motion passed unanimously.

B) Geraldine Marrocco made a motion, seconded by Cynthia Arpin, to approve a permanent waiver for Tomas Van Hoof MD, EdD, to teach Nursing 3225 Ethical Ways of Knowing. The motion passed unanimously.

C) Geraldine Marrocco made a motion, seconded by Lisa Freeman, to approve a permanent waiver for Tomas Long, PhD, to teach four nursing courses. The motion passed unanimously.

- Porter & Chester Institute

A) Approval Interim Nursing Director for the Practical Nursing Program

Nancy Brunet and Vicky Kane, Philip Krebes, Sherry Greifzu, Joan Feldman, Esq., James Beloga and Beatriz McMillian were present on behalf of Porter & Chester.

Deputy Associate Attorney General Daniel Shapiro was present for this discussion.

Lisa Freeman made a motion, seconded by Jennifer Long to approve Ms. Brunet as the Interim Nursing Director.

Following extensive discussion, the motion to approve Ms. Brunet as the Interim Nursing Director failed unanimously.

Gina Reiners withdrew the motion and made a new motion to table all Porter & Chester matters until the July 21, 2021 meeting. The motion to table was seconded by Rebecca Martinez and passed unanimously.

B) Plan of Correction

The Board reviewed the Porter & Chester plan of action that addresses a NCLEX pass rate of less than 80% at the following Porter & Chester locations: Enfield day program; Hamden day and evening programs; Rocky Hill evening program; Stratford day program, and the Waterbury day and evening programs.

Jennifer Long made a motion, seconded by Gina Reiners, to accept the plan of action as presented.

During discussion, Deputy Associate Attorney General Daniel Shapiro provided the Board with the criteria for a Board to enter executive session.

Following extensive discussion, the Porter & Chester plan of action was approved unanimously.

Mary Dietmann made a motion, seconded by Gina Reiners, to place the Enfield day program on conditional approval for one year. The motion passed unanimously.

Geraldine Marrocco made a motion, seconded by Cynthia Arpin, to place the Hamden day program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Jennifer Long made a motion, seconded by Gina Reiners, to place the Hamden evening program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to place the Rocky Hill evening program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Gina Reiners made a motion, seconded by Lisa Freeman, to place the Stratford day program on conditional approval for one year. The motion passed unanimously.

Gina Reiners made a motion, seconded by Lisa Freeman, to place the Waterbury day program on conditional approval for one year. The motion passed unanimously.

Gina Reiners made a motion, seconded by Lisa Freeman, to place the Waterbury evening program on conditional approval for one year. The motion passed unanimously.

The Board heard comments from Porter & Chester students that were in attendance, and allowed responses from Porter & Chester staff. Student were informed that any issues/complaints should be directed to Helen Smith at the Department of Public Health.

C) Approval of Nursing Education Supervisor – Hamden Campus

Gina Reiners made a motion, seconded by Jennifer Long, to approve Beatriz McMillian, RN, MSN as Nursing Education Supervisor at the Porter & Chester, Hamden Campus. The motion passed unanimously.

• Stone Academy

Linda Dahlin and Attorney Aaron Bayer were present on behalf of Stone Academy

A) Approval of Interim Practical Nurse Program Administrator

Gina Reiners made a motion, seconded by Jennifer Long, to approve a temporary waiver for Lisa Palmer BS, BSN to be the Interim Practical Nurse Program Administrator pending her receiving her MSN degree.

B) Plan of Correction

Stone Academy submitted a plan of correction to address a NCLEX pass rate of less than 80% at the West Haven day and evening programs and East Hartford day and evening programs.

Attorney Bayer addressed the Board regarding the West Haven day program.

Lisa Freeman made a motion, seconded by Gina Reiners, to approve Stone Academy's plan of correction. The motion passed unanimously.

Rebecca Martinez made a motion, seconded by Jennifer Long, to place East Hartford day program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Geraldine Marrocco made a motion, seconded by Gina Reiners to place East Hartford evening program on conditional approval for one year. The motion passed unanimously.

Geraldine Marrocco made a motion, seconded by Gina Reiners to place the West Haven day program on a third year of conditional approval. Following discussion this motion was withdrawn without a vote.

Attorney Bayer addressed-the Board regarding the West Haven day program.

Geraldine Marrocco made a motion, seconded by Rebecca Martinez to recommended that the West Haven day program be removed from the list of nursing programs for training licensed practical nurses approved by the Board with the consent of the Commissioner of the Department of Public Health. The motion passed unanimously. A hearing regarding this matter will be scheduled.

Gina Reiners made a motion, seconded by Mary Dietmann, to place the West Haven evening program on conditional approval for one year. The motion passed unanimously.

CONNECTICUT LEAGUR FOR NURSING – Monthly Update

Marcia Proto, Executive Director and Audrey Beauvais provided an update from the Connecticut League for Nursing.

SCOPE OF PRACTICE

Helen Smith, Nurse Consultant, DPH provided a summary of 45 nursing scope of practice inquiries received by the Department of Public Health during June 2021.

MEMORANDA OF DECISION

Amanda Hart, RN - Petition No. 2020-552

Jennifer Long made a motion, seconded by Gina Reiners, to reaffirm the Board's decision imposing probation for a period of four years. The motion passed with all in favor except Cynthia Arpin who abstained.

Nicholas Lewonczyk, LPN - Petition No. 2017-50

Gina Reiners made a motion, seconded by Rebecca Martinez, to table this matter. The motion passed unanimously.

Elaine Reynolds, RN - Petition No. 2018-1301

Gina Reiners made a motion, seconded by Rebecca Martinez, to reaffirm the Board's decision dismissing the charges in this matter. The motion passed unanimously. [

MOTION FOR SUMMARY SUSPENSION

Meghan Frederick, LPN - Petition No. 2021-206

Staff Attorney Joelle Newton presented the Board with a Motion for Summary Suspension for Meghan Frederick. Respondent was not present and was not represented.

Jennifer Long moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety and welfare. The motion was seconded by Mary Dietmann and passed unanimously. A hearing will be scheduled for August 11, 2021.

Patricia Fryer, RN - Petition No. 2021-572

Staff Attorney Linda Fazzina presented the Board with a Motion for Summary Suspension for Patricia Fryer. Respondent was not present and was not represented.

Jennifer Long moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Lisa Freeman and passed unanimously. A hearing will be scheduled for August 11, 2021.

Nichelle Robinson, RN - Petition No. 2021-516

Staff Attorney Leslie Scoville presented the Board with a Motion for Summary Suspension for Nichelle Robinson. Respondent was not present and was not represented.

Geraldine Marrocco moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Mary Dietmann and passed unanimously. A hearing will be scheduled for August 11, 2021.

CONSENT ORDERS

Karen Crosby, RN - Petition No. 2020-684

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Karen Crosby, LPN. Attorney Mary Alice Moore Leonhardt was present on behalf of respondent. Gina Reiners moved, and Mary Dietmann seconded, to approve the Consent Order which imposes probation for a period of four years. The motion passed unanimously.

Laurie Pierson, R.N. Petition No. 2019-859

Staff Attorney, Leslie Scoville, Department of Public Health presented a Consent Order in the matter of Laurie Pierson, RN. Respondent was present but was not represented.

Geraldine Marrocco moved, and Rebecca Martinez seconded, to approve the Consent Order. Cynthia Arpin was in favor of the motion. Jennifer Long, Jason Blando, Mary Dietmann, Lisa Freeman, Geraldine Marrocco, Rebecca Martinez, and Gina Reiners were opposed. The motion failed.

Following further discussion Jennifer Long made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes a reprimand, a \$1000.00 civil penalty and probation for a period of one year. The motion passed unanimously.

Christine Wilkinson, L.P.N. Petition No. 2020-212

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Christine Wilkinson, LPN. Respondent was present but was not represented.

Gina Reiners made a motion, seconded by Jennifer Long, to approve the Consent Order which imposes a reprimand and probation for a period of one year. The motion passed unanimously.

Lynne Reynolds, RN, Petition No. 2020-385

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Lynne Reynolds, RN. Respondent was present with Attorney Richard Brown.

Geraldine Marrocco made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes probation for a period of four years. The motion passed unanimously.

Adrienne DeLucia, RN, Petition No. 2021-317

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Adrienne DeLucia, RN. Respondent was present with Attorney Richard Brown.

Gina Reiners made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes a reprimand and changes the probationary period specified in a December 2018 Consent Order from four years to five years. The motion passed unanimously.

PETITION FOR RECONSIDERATION

Linda Lee, R.N. Petition No. 2019-362

Attorney Richard Brown was present with respondent. Staff Attorney Joelle Newton was present for the Department of Public Health.

The Board reviewed a petition for reconsideration of a June 16, 2021 Memorandum of Decision issued by the Board. Attorney Newton spoke in opposition to respondent's petition.

Chair Bouffard sustained the Department of Public Health's objection to respondent's petition for reconsideration.

Geraldine Marrocco made a motion, seconded by Mary Dietmann, to rescind the revocation set forth in the June 16, 2021 Memorandum of Decision and to place respondent's license on suspension pending a final resolution subsequent to a hearing. The motion passed with all in favor except Jennifer Long who abstained.

HEARINGS

Angel Predzimirski, R.N - Petition No. 2020-1221

Joelle Newton, Staff Attorney was present for the Department of Public Health. Respondent was present with but was not represented.

During the hearing respondent requested a continuance so she can seek legal counsel.

Linda Freeman moved, and Gina Reiners seconded, to grant the continuance motion. The motion passed unanimously. The hearing will be rescheduled to October 20, 2021.

Christopher Morahan, RN - Petition No. 2020-1009

Staff Attorney Joelle Newton was presented for the Department of Public Health. Respondent was not present and was not represented.

Mary Dietmann made a motion, seconded by Lisa Freeman, to grant the Department's oral motion to deem allegations admitted. The motion passed unanimously.

Following close of the hearing the Board conducted fact-finding.

Lisa Freeman made a motion seconded by Gina Reiners, that Mr. Morahan be found as charged. The motion passed unanimously.

Jennifer Long moved, and Gina Reiners seconded, that Mr. Morahan's license be revoked. The motion passed unanimously.

ADJOURNMENT

Upon a motion by Gina Reiners, seconded by Rebecca Martinez, it was the unanimous decision to adjourn this meeting at 2:25 p.m.

Patricia C. Bouffard, D.N.Sc., Chair
Board of Examiners for Nursing

The following minutes are draft minutes which are subject to revision and which have not yet been adopted by the Board.

The **Board of Examiners for Nursing** held a meeting on August 11, 2021 via Microsoft TEAMS.

BOARD MEMBERS PRESENT: Patricia C. Bouffard, RN, D.N.Sc. - (RN Member, Chair)
Cynthia L. Arpin, RN, MSN – (RN Member)
Mary E. Dietmann, EdD, APRN, ACNS-BC, CNE - (RN Member)
Lisa S. Freeman, BA - (Public Member)
Jennifer C. Long, APRN, MSN, NNP-BC - (APRN Member)
Geraldine Marrocco, Ed.D., APRN, ANP-BC, FAANP - (RN Member)
Gina Reiners, PhD, APRN, PMHNP, PMHCNS - (RN Member)

BOARD MEMBERS ABSENT: Jason Blando - (Public Member)
Jennifer C. Long, APRN, MSN, NNP-BC - (APRN Member)
Rebecca Martinez, LPN – (LPN Member)

ALSO PRESENT: Stacy Schulman, Legal Counsel to the Board, DPH
Dana Dalton, RN, Supervising Nurse Consultant, DPH
Helen Smith, RN, Nurse Consultant, DPH
Linda Fazzina, Staff Attorney, DPH
Joelle Newton, Staff Attorney, DPH
Diane Wilan, Staff Attorney, DPH
Leslie Scoville, Staff Attorney, DPH
Jeffrey Kardys, Board Liaison, DPH
Agnieszka Salek, Hearings Liaison, DPH

The meeting commenced at 8:30 a.m. All participants were present via Microsoft TEAMS.

CHAIR UPDATES

Nothing to report

OPEN FORUM

Nothing to report.

APPROVAL OF AGENDA

Gina Reiners made a motion, seconded by Cynthia Arpin, to approve the reordering of the agenda. The motion passed unanimously.

NATIONAL COUNCIL STATE BOARDS OF NURSING

Chair Bouffard and Mary Dietmann provided a report of an Education Consultants Group teleconference held on August 6, 2021.

Lisa S. Freeman arrived at 8:41 a.m.

SCHOOL ISSUES

- Arizona College of Nursing
Diane Smith-Levine was present from the Arizona College of Nursing. ~~The Board~~ A notice of intent to establish a prelicensure BSN program located at 99 East River Drive, East Hartford to tentatively begin teaching students in January 2023 was presented to the Board. No Board action was necessary at this time.
- ReNurse Academy
Brittany Faison, RN, MSN was present from ReNurse. The Board reviewed a proposal by ReNurse Academy to offer a Licensed Practical Nurse Refresher Program. Gina Reiners made a motion, seconded by Mary Dietmann, to approve the refresher program. The motion passed unanimously. Geraldine Marrocco made a motion, seconded by Mary Dietmann, that for the first three years the program submit an annual evaluation to the Board. The motion passed unanimously.

- Lincoln Technical Institute

Patricia DeLucia and Deborah Little were present from Lincoln Technical Institute.

The Board reviewed a curriculum change proposal for the Practical Nursing Program which would increase total hours from 1591 to 1600. The proposal includes changes to program philosophy, course descriptions, and student outcomes and objectives.

Mary Dietmann made a motion, seconded by Gina Reiners to approve the curriculum change request. Following discussion the motion failed unanimously.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to allow Lincoln Technical Institute to refile its request with suggested revisions. The motion passed unanimously.

- Porter & Chester Institute

Nancy Brunet, Vicky Kane and Joan Feldman, Esq. were present on behalf of Porter & Chester.

And They provided an overview of the Practical Nursing (PN) Helpline which has been established to ensure that all practical nursing students have an easily accessible method to get answers to their questions and to provide an additional support.

No Board action was necessary at this time.

- Sacred Heart University – Temporary waiver request

Lara Siebold was present on behalf of Sacred Heart University.

Gina Reiners made a motion, seconded by Cynthia Arpin, to grant a twelve-month temporary waiver to Ariana Rick, RN, BSN to teach Nursing 300: Psychiatric Mental Health. The motion passed with all in favor except Mary Dietmann who recused herself.

- St. Vincent's College – Approval of a Chair of the Associate Degree Nursing Program

Maryanne Davidson and Tammey Dickerson were present from St. Vincent's College.

Gina Reiners made a motion, seconded by Geraldine Marrocco, to approve Tammey Dickerson MSN, CLN, RN as the Chair of the Associate Degree Nursing Program. Following discussion regarding Ms. Dickerson's teaching responsibilities the motion failed with all in favor except Mary Dietmann who recused herself.

Subsequent to advice from counsel, Geraldine Marrocco made a motion, seconded by Gina Reiners, that St. Vincent's College refile its request with a detailed description of Ms. Dickerson's teaching responsibilities and administrative workload. The motion passed with all in favor except Mary Dietmann who recused herself.

- Western Connecticut State University – Temporary waiver request

Jeanette Lupinacci was present on behalf of Western Connecticut State University.

Gina Reiners made a motion, seconded by Mary Dietmann, to grant a six-month temporary waiver to Magdalena Szczerbacki, RN, BSN as an adjunct nursing clinical instructor for Nursing 255: Clinical Practice II. The motion passed unanimously.

CONNECTICUT LEAGUR FOR NURSING – Monthly Update

Marcia Proto, Executive Director and Dawn Bunting provided an update from the Connecticut League for Nursing and the Deans and Directors.

MEMORANDA OF DECISION

Jennifer Martin, L.P.N. - Petition No. 2018-142

Gina Reiners made a motion, seconded by Geraldine Marrocco, to reaffirm the Board's decision revoking the license of Ms. Martin. The motion passed with all in favor except Cynthia Arpin who abstained.

Nicholas Lewonczyk, LPN - Petition No. 2017-50

Gina Reiners made a motion, seconded by Lisa Freeman, to approve the Amended Memorandum of Decision as written. Following comments from the Department of Public Health Staff Attorney Diane Wilan, the motion failed. Cynthia Arpin abstained from voting.

Subsequent to advice from counsel Gina Reiners made a motion, seconded by Lisa Freeman, to revise the Amended Memorandum of Decision by requiring, barring unforeseen circumstances, the completion of a licensed practical Nurse refresher program and passing of the NCLEX/PN examination within 12-months of the effective date of the amended decision. The motion passed with all in favor except Cynthia Arpin who abstained.

MOTION TO AMEND MODIFICATION OF REINSTATEMENT CONSENT ORDER

Adrienne DeLucia, RN, Petition No. 2021-317

Staff Attorney, Joelle Newton, Department of Public Health presented a motion to modify a Reinstatement Consent Order in the matter of Adrienne DeLucia, RN. Respondent and her attorney were not present.

Geraldine Marrocco made a motion, seconded by Mary Dietmann, that increases the probation of Ms. DeLucia's license from four to five years. The motion passed unanimously.

MOTION FOR SUMMARY SUSPENSION

Kristen Jodoin, LPN - Petition Nos. 2021-248; 2021-615

Staff Attorney Joelle Newton presented the Board with a Motion for Summary Suspension for Kristen Jodoin. Respondent was not present and was not represented.

Mary Dietmann moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Geraldine Marrocco and passed unanimously. A hearing will be scheduled for September 15, 2021.

Leah Pressley, RN - Petition No. 2021-441

Staff Attorney Diane Wilan presented the Board with a Motion for Summary Suspension for Leah Pressley. Respondent was not present and was not represented.

Mary Dietmann moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Cynthia Arpin and passed unanimously. A hearing will be scheduled for September 15, 2021.

Chanelle Walker, RN - Petition No. 2021-626

Staff Attorney Diane Wilan presented the Board with a Motion for Summary Suspension for Chanelle Walker. Respondent was not present and was not represented.

Mary Dietmann moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Lisa Freeman and passed unanimously. A hearing will be scheduled for September 15, 2021.

Colleen Gallagher, LPN - Petition No. 2021-630

Staff Attorney Linda Fazzina presented the Board with a Motion for Summary Suspension for Colleen Gallagher. Respondent was not present and was not represented.

Mary Dietmann moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Cynthia Arpin and passed unanimously. A hearing will be scheduled for September 15, 2021.

Yvonne Willis, LPN - Petition No. 2019-1438

Staff Attorney, Linda Fazzina, Department of Public Health presented a Consent Order in the matter of Yvonne Willis, LPN. Attorney Ellen Costello was present on behalf of respondent.

Gina Reiners moved, and Mary Dietmann seconded, to approve the Consent Order which imposes a reprimand and probation for a period of one year. The motion passed unanimously.

HEARINGS

Meghan Frederick, LPN - Petition No. 2020-206

Staff Attorney Joelle Newton was present for the Department of Public Health. Respondent was not present and was not represented.

Lisa Freeman made a motion, seconded by Gina Reiners, to grant the Department's oral motion to deem allegations admitted. The motion passed unanimously.

Following close of the hearing the Board conducted fact-finding.

Geraldine Marrocco made a motion seconded by Gina Reiners, that Ms. Frederick be found as charged. The motion passed unanimously.

Geraldine Marrocco moved, and Mary Dietmann seconded, that Ms. Frederick's license be revoked. The motion passed unanimously.

Patricia Fryer, RN - Petition No. 2021-572

Staff Attorney Linda Fazzina was present for the Department of Public Health. Respondent was present but was not represented.

Ms. Fryer orally answered the Statement of Charges on the record.

Geraldine Marrocco and Mary Dietmann left the meeting at 1:00 pm.

Fact-finding in this case will be held during the September 15, 2021 Board meeting.

Nichelle Robinson, RN - Petition No. 2021-516

Staff Attorney Leslie Scoville was presented for the Department of Public Health. Respondent was present but was not represented.

Gina Reiners moved, and Cynthia Arpin seconded to grant a Department of Public Health's motion to amend the Statement of Charges. The motion passed unanimously.

Ms. Robinson orally answered the amended Statement of Charges on the record.

Gina Reiners left the meeting at 3 pm.

The record will remain open to allow respondent to submit late filed evidence. The Department of Public Health will have the option to request a resumption of the hearing.

ADJOURNMENT

Upon a motion by Lisa Freeman it was the unanimous decision to adjourn this meeting at 3:30 p.m.

Patricia C. Bouffard, D.N.Sc., Chair
Board of Examiners for Nursing

Board of Examiners for Nursing (BOEN) meeting 09/15/2021

- 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).
- Revisions in the documents are in blue font:
 - Change in terms data collection/focused assessment to health data collection & physician orders to primary care provider orders.
 - PN 134 C- Nursing Clinical III Course-for objective #9 demonstrate changed to adhere
 - PN 243 C-Nursing Clinical IV an objective was added for IV therapy.
 - Exhibit K was added to explain learning outcomes.
 - Exhibits L-N were added to give content analysis for geriatric concepts.

- **Porter & Chester Institute (PCI):**

The Department made a visit to a new location for PCI on 08/12/2021 at 156 Boston Avenue in Bridgeport as the Practical Nursing students will be relocated to this campus from the current Stratford campus at 670 Lordship Boulevard. The tour was led by Dr. Phil Krebs, Vice President, Patrick O'Brien, Campus Director, Nancy Brunet, and Kathy Bhatti, the Campus Practical Nursing Program Coordinator. The location is on a bus line, has adequate parking and the building is badge accessible for the students & staff and visitors are allowed into the building, welcomed by a receptionist, sign in then are invited onto the campus. This campus has many "flexible spaces"/multipurpose spaces that can be easily transformed to meet the needs of the students and staff/faculty. There were faculty offices where lockable file cabinets will be located and with adequate space, restrooms, a student break room with vending machines, microwave, seating areas, personal protection equipment (PPE) and a monitor that streamed continuous information from PCI including the weekly nursing newsletter, three nursing classrooms equipped with current technology and PPE, and a Health Care Laboratory. The Health Care Laboratory was a very large "flexible space" for the dental, practical nursing, and medical assistant programs, and all of these programs have the opportunity to utilize and/or transform these "flexible spaces" including the easily moveable equipment and many, many supplies according to the needs of the students (examples: in the dental area are dry heat and steam sterilizers & the practical nursing students could be provided education and laboratory experiences with this equipment or in the medical assistant area there are multiple tables and chairs that can be easily moved into the practical nurse area for use as a "classroom" and two examination rooms that can be used by the practical nursing students). In addition, each area can be divided for privacy if necessary. In the practical nursing area of this laboratory there are five patient beds, overbed tables, bedside tables, a medication cart with "medications", isolation carts, two simulated manikins, five standard adult manikins, four standard baby manikins, linens, wheelchairs, PPE, blood pressure cuffs, electrocardiogram, biohazardous containers, nine moveable tables and eighteen chairs, and many, many supplies to meet the needs of the program. Although there is not a physical library or resource room, PCI provides each student a virtual library. As part of the practical nursing program each student is provided a laptop, during orientation that device is loaded with a virtual library which includes the most current editions of the textbooks, ebrary, ProQuest, & Nursing Central, the students are oriented to those resources, that "library" is continuously updated and the student always has access to that library. In addition, the Campus Practical Nursing Program Coordinator has hard copies of the textbooks available in her office. There is no "physical" conference room although there are many flexible/multipurpose spaces available that can be used for a conference room space.

This new location for PCI meets the Regulations.

- **Saint Vincent's College, Sacred Heart University:**

Saint Vincent's College has appointed **Tammy 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. Additional information included: a revised appointment offer, signed 08/17/2021, job description for the position, and organizational charts for St. Vincent's College and Sacred Heart University.

- **Western Connecticut State University (WCSU):**

The Department made a visit to WCSU on 08/09/2021 as the laboratory and staff offices were relocated. The tour was led by Dr. Jeannette Lupinacci, the Chair of the Department of Nursing and Andrew Hull, RN, MSN the Simulation Laboratory Coordinator. There were a total of nine nursing laboratories that were relocated including the maternal, pediatric, and intensive care simulation suites with control rooms, ten simulation manikins, many standard manikins, specialized manikins for peripheral and central intravenous access, wounds and injections, beds, overbed tables, bedside tables, computers, automated drug systems/medication carts with "medications", personal protection equipment, suction, linens, blood pressure cuffs, electrocardiogram, ventilator, automated external defibrillator, privacy screens, stethoscopes, wheelchairs, biohazardous containers and many, many, many other supplies to meet the needs of the program. There were multiple faculty staff offices with adequate space and equipment including lockable file cabinets. These nursing laboratories and staff offices meet the Regulations.

- **Stone Academy 5-year study:**

1. Review of the hard copies as provided, including the five-year study, catalog, and student handbook binders.

- a. The following were met:

- i. **Preamble/Accreditation:** per section 20-90-46(b) (2)(3)(4) and section 20-90-55 (a) (b).

- ii. **Criterion 1:** The philosophy and objectives of the nursing education program are developed by the nursing administrator and faculty and provide a framework for the development, implementation and evaluation of the program. Section 20-90-48 (a)(4) ;(c) (1) (4).

- iii. **Criterion 2:** The nursing education program outcomes are consistent with the philosophy and describe the competencies of the graduate. Section 20-90-48 (c)(2)(3).
- iv. **Criterion 3:** The administrator of the nursing education program meets the qualifications as stated in the regulations. Section 20-90-51 (a)(b)(1).
- v. **Criterion 4:** The nursing education program shall have its own administrator who reports directly/indirectly to the controlling body of the parent institution, has authority and administrative responsibility for the program. Section 20-90-48 (a) (1-4).
- vi. **Criterion 5:** The faculty of the nursing education program meets the qualifications as stated in the regulations. Section 20-90-51 (a)(b)(1)(3) (A-C).
- vii. **Criterion 6:** The faculty of the nursing education program contribute to the criteria for admission, progression and graduation of students, are on site for all clinical experiences when direct nursing care is given and maintain a student ratio that is adequate to attain the objectives of the program. Section 20-90-48 (a)(2).
- viii. **Criterion 7:** Qualified students are admitted in compliance with state and federal regulations regarding antidiscrimination. Section 20-90-48 (d)(1).
- ix. **Criterion 8:** Written policies for admission, readmission, advanced placement, disciplinary measurements, graduation are established and implementation by the faculty and, with licensure requirements, are given to the student upon entering the nursing education program. Section 20-90-48 (d) (1-5).
- x. **Criterion 9:** Written policies for student counseling, guidance, health safeguards and admission physical exams are established and given to students during the admission process. Section 20-90-48 (d)(6).
- xi. **Criterion 10:** Students can participate in program development by evaluation of faculty, curriculum, clinical sites, and graduate evaluation survey. Section 20-90-48 (c) (4).
- xii. **Criterion 12:** The curriculum is systematically evaluated to determine success by NCLEX pass rate of at least 80% of students taking the licensure exam upon their first attempt, graduate and employer surveys that reflect competencies of graduate, and graduate follow-up evaluations at least every three years. Sections 20-90-47 (b)(2)(A) & 20-90-48(c)(4).
- xiii. **Criterion 13:** Record keeping policies and procedures for the nursing education program comply with regulations. Section 20-90-49.

- xiv. **Criterion 14:** The resources, facilities and services needed for the nursing education program are provided by the parent institution. Section 20-90-50 (a)(b).
- xv. **Criterion 15:** The faculty selects and evaluates the health care entities to ensure that they meet for the needs of the nursing education program. Sections 20-90-48 (a)(4) & 20-90-50 (b).
- xvi. **Criterion 16:** Written contracts with health care entities define the responsibility of the faculty to select, guide and evaluate student learning activities. Contracts are reviewed annually and renewed at least every three years. Section 20-90-48 (b) (1-2).

b. The following was **not met**:

- i. **Criterion 11:** The curriculum content is developed, implemented and evaluated by the faculty and program administrator; meets requirements and hours stated in the regulations; and is actualized through learning experiences which are appropriate to the objectives of each course. Sections 20-90-48 (a)(4) & 20-90-55 (a-c).
 - 1. This criterion was not met as in the descriptive chart there are four entries that the student is “making periodic assessments” and in the Clinical forms there are twenty entries that the student is completing “additional assessments” or “assessments”.
- 2. The Department visited the Stone Academy West Haven campus on 08/04/2021. The tour was led by Dr. Linda Dahlin, Executive Vice President and Lisa Palmer, Interim Program Director. The campus is on a bus line, has adequate parking and upon entering the building there are directions to the Practical Nursing Program area. The Practical Nurse Program area located on the first floor, included a staffed reception area, a large waiting area, conference room, and offices for information technology, financial aid, admissions, career services and an office with capacity to store a large amount of program information securely. It was identified that the campus always has on-site security with devices and personnel from 6:00 P.M. to 10:00 P.M. There was an employee lounge with mailboxes, refrigerator and microwave and seating areas, a faculty workroom with multiple computer workstations and meeting areas, multiple classrooms that have current technology, Personal Protection Equipment (PPE), the school’s mission statement and emergency procedures posted, multiple restrooms, multiple faculty offices with adequate space and equipment including lockable file cabinets, and a work area for the administrative assistant who supports the program. On the second floor, accessible via stairways or elevator, there were two large computer laboratory rooms, multiple classrooms that have current technology, PPE, the school’s mission statement and emergency procedures posted, multiple restrooms, three nursing laboratories, a library/resource room with multiple computers as there are digital resources/references and many hard copy textbooks & references available and a

student lounge with vending machines, seating areas, refrigerator, microwaves and a "Career board". The Nursing laboratories contained beds, overbed tables, bedside tables, standard adult manikins, a baby manikin, PPE, medication carts, isolation carts, wheelchairs, crutches, IV pumps, feeding pumps, linens and many other supplies to meet the needs of the program. I observed a portion of a medication laboratory class/experience with 9 students which was led by one instructor. The instructor was presenting practical "tools" to use when administering medications and delivered that information by lecture, written word, clinical examples and encouraged student participation. The student group were from various levels within the Practical Nursing Program (levels 2 to 6, with level 6 being a student who is about to graduate). I then met with this student group to discuss their experiences as a student in Stone Academy's Practical Nursing Program. The issues of "catching up on the clinical hours" and keeping track of their clinical hours were discussed and the group asked that these issues be presented to the Interim Program Director by the Department. I then observed a portion of a "Life Sciences I" class with approximately 35 students and one instructor. This instructor used lecture, written word, clinical examples, and videos during her dynamic presentation. The instructor welcomed the student participation and ensured that their participation was orderly and respectful.

Review of program meeting minutes, quality improvement projects, employee handbook, clinical site agreements, complaints and grievances and randomly selected faculty & student files were completed.

3. Clinical observations:

- a. Waterbury campus, day group was observed on 07/30/2021 at a long-term care facility with four students at a level 5 and one clinical instructor.
 - i. Eight students arrived promptly, were dressed appropriately in the Stone Academy uniform with identification badges.
 - ii. Pre-clinical conference included a discussion for each student to provide proof of vaccination (for COVID-19) and/or if not vaccinated provide proof of recent test results to participate in the clinical experience and five students left. The instructor then discussed that today's scheduled assignment for a student to administer medications with other students observing and other students reviewing NCLEX practice questions could not happen as the facility had a computer issue. The revised assignment will be a review of medication issues/concerns and NCLEX practice questions with all students.
 - iii. The instructor provided handwritten handouts to each student and presented the medication issues/concerns and NCLEX practice questions. This information was presented via discussion, written

communication, clinical examples and student participation was encouraged.

- iv. At 10:00 A.M. one student returned with proof of a COVID-19 test.
 - v. During the lunch break the Clinical Supervisor came on site then departed after the lunch break.
 - vi. In the afternoon the instructor then reviewed a nursing article about building a trusting relationship with a patient and a poem about the role of a nurse.
 - vii. The instructor identified that this was the second clinical experience for this group at this location, the students were informed of the need for proof of vaccination or recent test results prior to this clinical experience, and Stone Academy was aware of his handwritten handouts.
- b. West Haven campus day group was observed on 08/03/2021 on a sub-acute unit at a long-term care facility with five students at a levels 4 & 5, one clinical instructor and one “new” clinical instructor who was being oriented.
- i. Six students arrived promptly, were dressed appropriately in the Stone Academy uniform with identification badges. One student was not wearing the appropriate footwear and was sent home.
 - ii. Pre-clinical conference included a detailed discussion of the clinical assignment including the student tasks of morning care including bathing, personal hygiene needs, assistance with breakfast and completing a “head to toe” assessment, review of COVID-19 precautions, unique patient needs, necessary paperwork to be completed including nursing care plans and the head to toe assessment clinical form, assist the unit staff with delivery of meals and the afternoon assignment of observing facility nursing staff when they are administering medications and/or completing wound care/treatments.
 - iii. The instructor verbally communicated the student assignment with the charge nurses, the charge nurses provided current patient information, and this was observed throughout the clinical day.
 - iv. The students were observed reviewing the patient hard copy medical records as the instructor and/or students did not have access to the patient electronic medical records.
 - 1. Interview with the facility Director of Nursing identified that she was aware that the school instructor and students did not have access to the electronic patient medical records.
 - v. Four students were observed obtaining vital signs for their patients and were respectful, pleasant, informative in consistently providing patient education and followed infection control standards including

- completing hand hygiene, appropriate use of personal protective equipment (PPE) and cleaning & disinfection of equipment when obtaining the vital signs.
- vi. Four students were observed providing their patients with assistance or total care with bathing, personal hygiene needs, assistance with breakfast and were respectful, pleasant, informative in consistently providing patient education and followed infection control standards.
 - vii. Two students were observed completing a head-to-toe evaluation of a patient with intermittent guidance/direction from the instructor and the students were respectful, pleasant, informative in consistently providing patient education and followed infection control standards although the students continuously referred to completing an “assessment”.
 - viii. Review of the medical records identified that only one of the four patients assigned to these students had completed a written consent document allowing the student to provide care and services.
 - 1. Interview with the facility admission coordinator identified that if the consent to have a student document is not in the chart, then the patient and/or family and/or responsible party has not completed that document.
 - 2. Interview with a facility charge nurse identified that for one of the four patients assigned to a student, the family did not want a student to provide morning care to that patient. This writer updated the instructor then brought the instructor to the charge nurse’s location to discuss that information.
 - 3. Interview with a patient identified that she was agreeable to having a student provide care & services.
 - ix. All students were observed completing assisting the unit staff with delivery of and setting up meals and were respectful, pleasant, and followed infection control standards.
 - x. The students were observed when observing facility nursing staff administering medications and/or completing wound care/treatments and were respectful, pleasant, and followed infection control standards.
 - xi. The instructor was observed to consistently check in with each student, provide ongoing guidance/direction and update them with changes to the assignment and/or needs of the unit.
 - xii. The students were observed to be completing a “head to toe assessment” clinical forms and patient care plans.
 - xiii. The post-clinical conference included a discussion with each student of the head-to-toe evaluations completed for their patient and the

- instructor asked how the patient's diagnoses, medications and care plans correlated to the evaluation findings.
- c. East Hartford campus evening group was observed on 08/05/2021 at a long-term care facility with nine students at a levels 4 & 5, and one clinical instructor.
 - i. Nine students arrived promptly, were dressed appropriately in the Stone Academy uniform with identification badges.
 - ii. Pre-clinical conference included a detailed discussion of the clinical assignment including the student tasks of completing a "head to toe" assessment, vital signs, review of COVID-19 precautions, unique patient needs, necessary paperwork to be completed including the head-to-toe assessment clinical form, medication review form and there will be a group discussion of those medications.
 - iii. The students were observed reviewing the patient hard copy medical records as the instructor and/or students did not have access to the patient electronic medical records.
 - iv. Two students were observed completing a head-to-toe evaluation of two patients with intermittent guidance/direction from the instructor and the students were respectful, pleasant, informative in consistently providing patient education and followed infection control standards although both students continuously referred to completing an "assessment".
 - v. The students were observed to be completing a "head to toe assessment" clinical forms and medication forms.
 - vi. The instructor identified that each student asks the patient if he/she will allow them to provide care & services.
 - 1. Interview with three patients identified that they were agreeable to having a student provide them with care & services.
 - vii. During a discussion about patient bracelets one student and the instructor were not aware of the location of the facility policy and procedure book.
 - viii. The post- clinical conference included a discussion with each student of the medications that he/she reviewed, the instructor asked how those medications relate to the patient's medical diagnoses, review of medical abbreviations, and review of NCLEX practice questions.
 - d. Concerns regarding the clinical observations:
 - i. Were the students informed about the need for proof of vaccination or recent test results timely & prior to the clinical experience.
 - ii. If the clinical experience day could count as clinical hours for the Waterbury campus students, as the four students were not observed

to be participating in direct patient care experiences and/or observational experiences.

- iii. The instructors and students used the term “assessment” and the clinical forms that the students were completing were labeled assessment.
- iv. Patients and/or family members and/or responsible party may not have consented to have a student provide care and services.
- v. The instructors and students did not have access to the patient electronic medical records including the medical provider notes, nursing notes, therapy notes, social worker notes, Medication Administration Record, Treatment Administration Record, laboratory test results and nursing care plans.



Lincoln Technical Institute ■ Lincoln College of Technology
Lincoln Culinary Institute ■ Euphoria Institute of Beauty Arts & Sciences

August 29, 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 the revised curriculum proposal for the Practical Nursing program in New Britain and Shelton campuses. The revisions are based upon feedback from the BOEN members at the August 11th meeting. Please note that the changes are highlighted in blue font throughout the proposal documents.

Curriculum revisions include the following changes:

- The term *data collection/focused assessment* changed to *health data collection* in course descriptions, objectives, topic outlines, clinical competencies, skills labs, and curriculum plan fact sheet.
- The term *physician orders* was changed to *primary care providers* in course objective #3 of the PN122C Pharm course.
- In PN134C Nursing Clinical III course, objective #9 verb was changed from *demonstrate* to *adhere*.
- In PN243C Nursing Clinical IV course, an objective #10 was added for IV therapy.
- Exhibits C and E – H were updated with the revised changes.
- Exhibit K was added to explain learning outcomes.
- Exhibits L – N were added to give a content analysis for geriatric concepts, Maslow exemplar for care of the older adult, and Watson exemplar for care of nursing home residents during a natural disaster.

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

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GROUP OF SCHOOLS

Lincoln Technical Institute ■ Lincoln College of Technology
Lincoln Culinary Institute ■ Euphoria Institute of Beauty Arts & Sciences

cc: Francis Giglio, SVP Compliance & Regulatory
Marie Acker, Group Vice President
Tina Cianchetti, Campus President, New Britain
Susan Naples, Campus President, Shelton
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PRACTICAL NURSING PROGRAM

**New Britain and Shelton
Campuses**

**Proposal for
Curriculum Revision**

July 2021

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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 NLN's 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*). 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 (*Exhibit K: Learning Outcomes Defined*). 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_ 8_31_2021

- **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 8_31_21

- **Exhibit G: Syllabi** are the current and proposed course syllabi.



Exhibit G_Syllabi
8_31_2021.zip

- **Exhibit H: Weekly Content Outlines** presents detailed weekly content for each revised course.



Exhibit H_Topic
Outlines 8_31_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_Aug

- **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. 40-45*)
- **Exhibit K: Learning Outcomes Defined** provides a description of how learning outcomes are used to measure achievement of student learning. (**located at the end of the document, pp. 46-47*)
- **Exhibit L: Content Analysis of Geriatric Concepts** provides a description of content topics for care of the geriatric client across the curriculum. (**located at the end of the document, pp. 48-53*)
- **Exhibit M: Maslow Exemplar for Care of the Older Adult** focuses on prioritization of the physical, mental, and psychosocial healthcare needs of older adults.



Exhibit M_Maslow
Exemplar.pdf

- **Exhibit N: Watson Exemplar for Care of Nursing Home Residents during a Natural Disaster** provides student learning in the unique needs and associated risks of older adults who are faced with unpredictable environments.



Exhibit N_Watson
Exemplar.pdf

TABLE 1.1 PHILOSOPHY

CURRENT	REVISED
<p style="text-align: center;">Program Philosophy</p> <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.

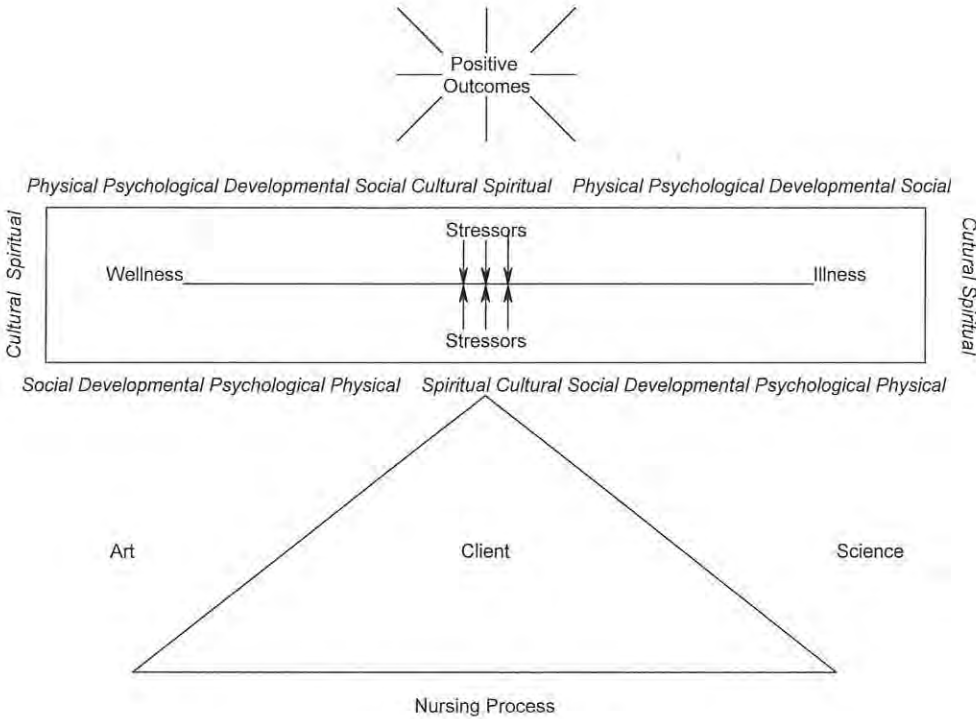
TABLE 2.1 CONCEPTUAL FRAMEWORK

CURRENT	REVISED
<p data-bbox="69 329 449 354">CONCEPTUAL FRAMEWORK</p> <p data-bbox="163 427 569 459">(double click icon to open file)</p>  <p data-bbox="100 565 306 613">CT Conceptual Framework 2020 old.c</p>	<p data-bbox="961 337 1346 362">CONCEPTUAL FRAMEWORK</p> <p data-bbox="961 375 1980 500">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 data-bbox="1058 524 1980 716">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 data-bbox="961 743 1980 1036">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 data-bbox="961 1060 1619 1084">Summary of Caritas Processes (Jean Watson, 2012, p. 47)</p> <ul data-bbox="1010 1109 1808 1422" 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

Lincoln Technical Institute
Practical Nursing Program

Conceptual Framework

The Conceptual Framework for the Practical Nursing Program is based on Neuman's* systems approach to meeting human needs. As depicted below, client needs fluctuate along the Wellness-Illness continuum depending on external and/or internal stressors. Stressors may originate from any aspect of human needs: Physical, psychological, developmental, social, cultural and/or spiritual. In order to teach students how to assist clients to meet their needs and return to a state of wellness, students acquire knowledge and experience utilizing both Art and Science while following the Nursing Process. The Nursing Process is the foundation of all care and is the foundation of the program. Students are taught to use and practice the Nursing Process in a cyclical pattern to achieve Positive Outcomes for clients. Our Conceptual Framework is threaded throughout our program.



*Neuman,B.(1982).
The Neuman systems model. Application to nursing education and practice.
Norwalk,CT: Appleton-Century-Crofts.

TABLE 2.2 ORGANIZING FRAMEWORK

**ORGANIZING FRAMEWORK:
Integration of Curriculum Goals, Competencies, and Theoretical Concepts**

<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
	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</p> <p>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</p> <p>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, health data collection, 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, health data collection, 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 orders by primary care providers. (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, health data collection, 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 health data collection 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, health data collection, 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. Adhere to 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>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, health data collection, 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>
<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. 	<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)
10. Participate in an IV therapy review for validation of knowledge and skills in the care of clients receiving IV therapy. (EPSLO #2, 3, 5)

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. 40-45.

EXHIBIT J: Draft Systematic Plan of Evaluation (SPE)
End-of-program Student Learning Outcomes and Program Outcomes

STANDARD 6 OUTCOMES: Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcome.

CRITERION 6.1 - Program evaluation demonstrates evidence of student achievement, ongoing assessment, analysis of data, and documentation for each end-of-program student learning outcome (EPSLO).

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<p><u>EPSLO #1:</u></p> <p>Human Flourishing (NLN)</p> <p>Demonstrate caring behaviors by respecting the diversity of each person and treating them with dignity and integrity. (Watson, 2012)</p>	<p>ELA #1 = 70% End-of-program group score for the NLN sub-category of <i>Human Flourishing</i> on the ATI Comprehensive Predictor Assessment will be =/> 70%.</p> <p>ELA #2 = 95% End-of-course PN243C Clinical Competency Evaluation for Term IV will demonstrate that 95% of students achieve the <i>meets</i> or <i>exceeds</i> level for the Watson’s Exemplar assignment.</p> <p><u>Assessment Frequency:</u> Annually - January</p>	<p><u>Results of Data Collection:</u></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td colspan="7">2022 Aggregate</td></tr> <tr><td colspan="7">ELA #1 = 70%</td></tr> <tr><td colspan="7">ATI Human Flourishing</td></tr> <tr><td>Avg. Score</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Trended</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td colspan="7">ELA #2 = 95%</td></tr> <tr><td colspan="7">Watson’s Exemplar Assignment</td></tr> <tr><td>Avg. Score</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Trended</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td colspan="8">2022 Disaggregate – Grad Date & Section</td></tr> <tr><td colspan="8">ELA #1 = 70%</td></tr> <tr><td colspan="8">ATI Human Flourishing</td></tr> <tr><td>Avg. Score</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td colspan="8">ELA #2 = 95%</td></tr> <tr><td colspan="8">Watson’s Exemplar</td></tr> <tr><td>Avg. Score</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><i>*D – day section *E – evening section</i></p>							2022 Aggregate							ELA #1 = 70%							ATI Human Flourishing							Avg. Score							Trended							ELA #2 = 95%							Watson’s Exemplar Assignment							Avg. Score							Trended							2022 Disaggregate – Grad Date & Section								ELA #1 = 70%								ATI Human Flourishing								Avg. Score								ELA #2 = 95%								Watson’s Exemplar								Avg. Score								<p><u>Analysis:</u></p> <p><u>Actions:</u></p>
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<p>EPSLO #2:</p> <p>Patient-Centeredness and Spirit of Inquiry (NLN)</p> <p>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)</p>	<p>ELA #1 = 70%</p> <p>End-of-program group score for the NLN sub-category of <i>Spirit of Inquiry</i> on the ATI Comprehensive Predictor Assessment will be => 70%.</p> <p>ELA #2 = 95%</p> <p>End-of-course PN134C Clinical Competency Evaluation for Term III will demonstrate that 95% of students achieve the <i>meets or exceeds</i> level for the Cultural Assessment assignment.</p> <p>Assessment Frequency: Annually - January</p>	<p>Results of Data Collection:</p> <table border="1" style="margin: 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 Spirit of Inquiry</td> </tr> <tr> <td style="text-align: center;">Avg. Score</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Trended</td> <td style="text-align: center;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">ELA #2 = 95%</td> </tr> <tr> <td colspan="2" style="text-align: center;">Cultural Assessment Assignment</td> </tr> <tr> <td style="text-align: center;">Avg. Score</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Trended</td> <td style="text-align: center;"></td> </tr> </table>			2022 Aggregate		ELA #1 = 70%		ATI Spirit of Inquiry		Avg. Score		Trended		ELA #2 = 95%		Cultural Assessment Assignment		Avg. Score		Trended		<p>Analysis:</p> <p>Actions:</p>																						
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<p><u>EPSLO #3:</u></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><u>ELA #1 = 70%</u></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><u>Assessment Frequency:</u> Annually – January</p>	<p><u>Results of Data Collection:</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">2022 Aggregate</th> </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-left: auto; margin-right: auto;"> <tr> <th colspan="8" style="text-align: center;">2022 Disaggregate – Grad Date & Section</th> </tr> <tr> <td colspan="4" style="text-align: center;">ELA #1 = 70%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">ATI Prof Identity</td> <td></td> <td></td> <td></td> <td></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><i>*D – day section *E – evening section</i></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><u>Analysis:</u></p> <p><u>Actions:</u></p>
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<p><u>EPSLO #5:</u></p> <p>Nursing Judgment (NLN)</p> <p>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.</p>	<p><u>ELA #1 = 70%</u> End-of-program group score for the NLN sub-category of <i>Nursing Judgment</i> on the ATI Comprehensive Predictor Assessment will be => 70%.</p> <p><u>ELA #2 = 95%</u> End-of-course PN114C Clinical Competency Evaluation for Term I will demonstrate that 95% of students achieve the <i>meets or exceeds</i> level for the Care Plan assignment.</p> <p><u>Assessment Frequency:</u> Annually - January</p>	<p>Results of Data Collection:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">2022 Aggregate</th> </tr> <tr> <td colspan="2">ELA #1 = 70%</td> </tr> <tr> <td colspan="2">ATI Nursing Judgment</td> </tr> <tr> <td>Avg. Score</td> <td></td> </tr> <tr> <td>Trended</td> <td></td> </tr> <tr> <th colspan="2">ELA #2 = 95%</th> </tr> <tr> <td colspan="2">Care Plan Assignment</td> </tr> <tr> <td>Avg. Score</td> <td></td> </tr> <tr> <td>Trended</td> <td></td> </tr> </table>		2022 Aggregate		ELA #1 = 70%		ATI Nursing Judgment		Avg. Score		Trended		ELA #2 = 95%		Care Plan Assignment		Avg. Score		Trended		<p><u>Analysis:</u></p> <p>Actions:</p>																												
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Exhibit K: Learning Outcomes Defined

The revised curriculum proposal for the nursing program on the New Britain and Shelton campuses replaces the term *Program Objectives* with *End-of-Program Student Learning Outcomes (EPSLOs)* as listed in *Table 2.3 Program Student Learning Outcomes*.

Learning outcomes are learner-centered, measurable expectations of student achievement. A major component of the curriculum identifies learning outcomes that reflect and flow from the mission and philosophy statements. Outcome statements may be used to evaluate learner achievement at the end of a course as well as at the end of the program. Learning outcomes “...define the specific expectations or competencies of graduates upon completion of the nursing program” (Keating & DeBoor, 2018, p. 96). The learning outcomes of a curriculum plan of study, referred to as student learning outcomes (SLOs) by ACEN (2017), are statements used to measure student achievement of identified goals. Program learning outcomes, referred to as end-of-program student learning outcomes (EPSLOs) by ACEN (Standard 6 Outcomes, 2017), are broad statements that describe the expected behaviors of graduates upon completion of the nursing program. It is important that the SLOs are reflected in course objectives and competencies as stated in measurable terms of learning outcomes (Caputi, 2020, p. 74). Learning outcomes differ from program outcomes such as first-time NCLEX pass rates, graduation/retention rates, employment rates, and program satisfaction by graduates/employers/key stakeholders (Keating & DeBoor, 2018, p. 126). Listed below are the ACEN-defined terms for course student learning outcomes/course objectives, end-of-program student learning outcomes (EPSLOs), and program outcomes.

Course Student Learning Outcomes/Course Objectives – Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course.

End-of-Program Student Learning Outcomes – Statements of learner-oriented, practice-ready expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the nursing program.

Program Outcomes – Measurable indicators that reflect the extent to which the purposes of the nursing program are achieved and by which nursing program effectiveness is documented.

REFERENCES: Exhibit K - Learning Outcomes

- Accreditation Commission for Education in Nursing. (2017). *ACEN 2017 Standards and Criteria Practical*. Retrieved from <https://www.acenursing.org/acen-accreditation-manual-standards-p/>
- Accreditation Commission for Education in Nursing. (2017). *ACEN Accreditation Manual - Glossary*. Retrieved from <https://www.acenursing.org/acen-accreditation-manualglossary/#O>
- Caputi, L. (2020). *Certified Nurse Educator Review Book: The Official NLN Guide to the CNE® Exam* (2nd ed.). Philadelphia: Walters Kluwer.
- Keating, S.B. & DeBoor, S.S. (Eds.). (2018). *Curriculum development and evaluation in nursing education* (4th ed.). New York: Springer Publishing Company.

Exhibit L: Content Analysis of Geriatric Concepts

Content topics specific to care of the older adult client occurs across the curriculum plan of study. The unique needs of adults as they experience the physical, mental, and psychosocial effects of aging have been integrated into many didactic courses in each of the four terms of the program. The fundamentals courses in terms 1 and 2 are primarily based upon care of the older adult and both clinical courses in these first 2 terms of the program are conducted solely in long-term care facilities. Other courses that integrate concepts related to the care of older adults include pharmacology and lifespan courses in term 2, mental health course in term 3, professional development in term 4, and lifespan I and II courses in terms 3 and 4 respectively. Overall, curriculum content related to geriatric clients includes topics such as falls, polypharmacy, chronic pain, delirium, incontinence, depression, eating and/or feeding problems, sleep problems, skin issues, dementia, frailty in aging, loss of independence, life transitions of care, and emergency preparedness. **Tables 1L, 2L, and 3L: Didactic Course Map of Content for Geriatric Topics** provides select topics that are specific to nursing care of the older adult client.

Table 1L: Didactic Course Map of Content for Geriatric Topics	
<u>PN 112C Nursing Fundamentals I</u> Term 1	<u>PN 121C Nursing Fundamentals II</u> Term 2
<p>Course Topic: <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 <ul style="list-style-type: none"> • Data collection and planning in long-term care and home health care. • 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>Course Topic: <u>Communication and the Nurse-Patient Relationship</u></p> <ul style="list-style-type: none"> • The communication process • Therapeutic communication techniques 	<p>Course Topic: <u>Providing Wound Care and Treating Pressure Ulcers</u></p> <ul style="list-style-type: none"> • Phases of wound healing • Factors affecting wound healing: age, nutrition, lifestyle, medications, infection, chronic illness • 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>Course Topic: <u>Respiration and Oxygen Therapy</u></p> <ul style="list-style-type: none"> • Assisting with respiration and oxygen delivery systems • Hypoxemia • Aging effects on the respiratory system • Airway obstruction and respiratory arrest • Clearing respiratory secretions

- Nurse-patient communication:
 - Communicating with the hearing-impaired patient
 - Communicating with an aphasic patient
 - Communicating with older adults
- Communication within the health care team
- The nursing theory of Jean Watson – *Human Caring Science* and Caritas Processes
- Jean Watson’s Caritas Process: Human Caring Relationships

Course Topic: Mobility

- Lifting, moving, and positioning clients safely
- Principles of body movement for clients
- Principles of body movement for nurses
- Aging effects on the musculoskeletal system
- Ambulation assistance
- **Application of skills: Ergonomics**
- **Application of skills: Assisting with Ambulation**

Course Topic: Client Hygiene and Prevention of Pressure Injuries

- Hygiene, personal care, skin care, and the prevention of pressure ulcers
- Integumentary system
- Range of motion to prevent contractures
- Aging effects on the skin and its surrounding structures
- Application of the nursing process
- **Application of skills: Bedmaking**
- **Application of skills: Personal Hygiene**
- **Application of skills: Range of Motion**

Course Topic: Vital Signs Measurement

- Measuring vital signs: body temperature, pulse, respirations, blood pressure
- Pain: the 5th vital sign
- Aging effects on vital signs
- Application of the nursing process
- Documentation
- **Application of skills: Vital Signs**

Course Topic: Basic Nutrition and Cultural Considerations

- Concepts of basic nutrition
- Aging effects on the digestive system
- Dietary guidelines: USDA *Myplate* and American Heart Association diet and lifestyle recommendations
- Vegetarian diets
- Factors that affect nutrition: age, illness,

- Chest tubes overview of drainage functioning
- Application of the nursing process
- Maslow’s Hierarchy of Needs: physiological needs
- **Application of skills: Respiratory Management**

Course Topic: The Nurse’s Role in Promoting Urinary Elimination

- 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**

Course Topic: The Nurse’s Role in Promoting Bowel Elimination

- 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**

Course Topic: Caring for the Elderly

- Common physical care problems of the older adult
- Common psychosocial care problems of the older adult
- Changes in cognitive functioning in older adults
- Safety for the cognitively impaired
- Elder abuse and crimes against older adults
- 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

Course Topic: Loss and Grief

- Loss, grief, and end-of-life care
- Death and dying
- Hospice and palliative care
- Cultural views about terminal illness

<p>emotional status, economic status, religion, culture, and food safety</p> <ul style="list-style-type: none"> • Cultural influences on nutrition • Maslow’s Hierarchy of Needs: physiological needs • Application of the nursing process <p>Course Topic: <u>Admitting, Transferring, and Discharging Clients</u></p> <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 	<ul style="list-style-type: none"> • Psychosocial and spiritual aspects of dying • Legal and ethical aspects of life-and-death issues • Application of skills: <i>Post-mortem care</i> <p>Course Topic: <u>Patient Teaching for Health Promotion</u></p> <ul style="list-style-type: none"> • Overview of aging: theories of aging, longevity, and demographics • Promoting healthy adaptation to aging • Physical, cognitive, and psychosocial aspects of Aging • Resources for families when a parent needs help
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Table 2L: Didactic Course Map of Content for Geriatric Topics

<u>PN 122C Pharmacology</u> Term 2	<u>PN 123C G&D across the Lifespan</u> Term 2	<u>PN 131C Mental Health Nursing</u> Term 3
<p>Course Topic: <u>Medication Safety</u></p> <ul style="list-style-type: none"> • Drug actions across the lifespan • 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>Course Topic: <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>Course Topic: <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 	<p>Course Topic: <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 • Polypharmacy <p>Course Topic: <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"> • Cultural and Religious differences • Signs of approaching death • Legal and Ethical end-of-life issues 	<ul style="list-style-type: none"> • Caregiver support and education • Application of the nursing process • Functional assessment • Communication techniques for persons with Alzheimer's disease • Orienting environmental cues <p>Course Topic: <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 • 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
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Table 3L: Didactic Course Map of Content for Geriatric Topics

<u>PN 133C Nursing Across the Lifespan I</u> Term 3	<u>PN 241C Nursing Across the Lifespan II</u> Term 4	<u>PN 242C Professional Development</u> Term 4
<p>Course Topic: <u>Fluid & Electrolytes, Acid-Base Balance, and Intravenous (IV) Therapy</u></p> <ul style="list-style-type: none"> • Fluid imbalances - Dehydration in older adults • Electrolyte imbalances - Confusion in older adults • Potential fluid volume excess in care of older adult receiving IV fluids <p>Course Topic: <u>Nursing Care of Clients Having Surgery</u></p>	<p>Course Topic: <u>Nursing Care of Clients with Immune System Disorders</u></p> <ul style="list-style-type: none"> • Aging and the immune system <p>Course Topic: <u>Nursing Care of Clients with Central Nervous System (CNS) Disorders</u></p> <ul style="list-style-type: none"> • Aging and the nervous system • Neurodegenerative disorders: dementia, Alzheimer disease 	<p>Course Topic: <u>Disaster Planning and Emergency Response</u></p> <ul style="list-style-type: none"> • Facility protocols • Disaster plan for internal and external emergencies • 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

<ul style="list-style-type: none"> • Gerontological issues: stress in the older adult <p>Course Topic: <u>Nursing Care of Clients with Heart Failure</u></p> <ul style="list-style-type: none"> • Chronic heart failure and Gerontological issues <p>Course Topic: <u>Nursing Care of Clients with Upper Gastrointestinal (GI) Disorders</u></p> <ul style="list-style-type: none"> • Gerontological issues related to medication metabolism <p>Course Topic: <u>Nursing Care of Clients with Genitourinary and Renal Disease</u></p> <ul style="list-style-type: none"> • Gerontological issues of age-related renal changes <p>Course Topic: <u>Nursing Care of Clients with Endocrine Disorders</u></p> <ul style="list-style-type: none"> • Aging and the endocrine system 	<ul style="list-style-type: none"> • Parkinson’s disease <p>Course Topic: <u>Nursing Care of Clients with Cerebrovascular Disorders</u></p> <ul style="list-style-type: none"> • Cerebrovascular accident (CVA) <ul style="list-style-type: none"> • Transient ischemic attack (TIA) • Ischemic stroke or <i>Brain Attack</i> • Thrombolytic therapy • Client and family teaching for long-term effects of stroke <p>Course Topic: <u>Nursing Care of Clients with Sensory System Disorders</u></p> <ul style="list-style-type: none"> • Aging effects on vision and hearing • Age-related macular degeneration 	<ul style="list-style-type: none"> • 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 • Bioterrorism/ biological incidents treatment and prevention • Security plans <ul style="list-style-type: none"> • Nursing role in security plan
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To reinforce concepts learned in the classroom, students experience the complexity of care for older adults through providing direct hands-on nursing care in each clinical course of the program. For example, in the PN114C Nursing Clinical I course that takes place in term 1, students are introduced to the *National Patient Safety Goals* for care of residents in long-term care facilities. Throughout each subsequent clinical course, learning objectives require that students comply with and demonstrate competency in application of the National Patient Safety Goals. Another example is in the PN125C Nursing Clinical II term 2 course in which students must achieve the learning objective and corresponding clinical competencies to *demonstrate the principles of patient-centered care which includes end-of-life issues for the geriatric population and their families*. Additional student learning objectives and competencies in the Nursing Clinical II course provide the opportunity for students to learn appropriate communication approaches and identify individualized nursing interventions for care of older adults. These include addressing the cultural and spiritual norms of geriatric residents at the end of life. Overall, the clinical courses in terms 1 and 2 provide continuity of student learning experiences in acquiring skill competencies for safety, therapeutic communication, health data collection, provision of care including cultural and spiritual care needs, prioritization, problem-solving, health teaching, documentation, and

medication administration in the care of older adults in long-term care facilities. Clinical courses in terms 1 and 2 culminate with end-of-course assignments such as completion of a client data collection tool, concept map, palliative care and hospice paper, and *Maslow Exemplar* that focuses on prioritization of the physical, mental, and psychosocial healthcare needs of older adults.

Exhibit M: Maslow Exemplar for Care of the Older Adult. (double click icon to open file)



Exhibit M_Maslow
Exemplar.pdf

Clinical experiences in terms 3 and 4 continue to take place in long-term care agencies, as well as expansion to sub-acute and rehabilitation facilities. As students progress into term 3, PN134C Nursing Clinical III course, students learn of the challenges and barriers for patients and the needs of caregivers during transitions of care. A few examples of how students learn of the vulnerabilities that may occur during life transitions for older adults include learning objectives and the related clinical competencies to *discuss healthcare needs and discharge planning with members of the interdisciplinary health care team, demonstrate caring behaviors with respect and compassion, identify potential ethical and/or legal issues affecting patient care, and continue to practice active listening skills.* The PN243C Nursing Clinical IV course, in the last term 4, is a continuation of student learning experiences in the complexity of care needs due to the aging process and life transition issues experienced by older adults. Overall, the clinical courses in terms 3 and 4 provide continuity and higher-level student learning experiences in acquiring skill competencies for safe quality care, compassionate and caring communication with clients and families, management, delegation, team building and functioning within a healthcare team, discharge planning and health education, and making sound clinical judgments for the care of older adults in various healthcare settings. Clinical courses in terms 3 and 4 culminate with end-of-course assignments such as completion of a teaching plan, cultural assessment, transcription of medications and med pass, summative assessment for dosage calculation, research article presentation, and Watson Exemplar that focuses on care of geriatric residents in a nursing home during a natural disaster. ***Exhibit N: Watson Exemplar for Care of Nursing Home Residents during a Natural Disaster.*** (double click icon to open file)



Exhibit N_Watson
Exemplar.pdf

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	Nursng 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 ~~advanced practice nurse licensed physician~~. The LPN's scope of practice includes contributing to health 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, health 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, health 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

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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

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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, health 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

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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 **evaluation 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, **health data collection/foeused-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).

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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, health 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	Contribution to Assessment of Health – Health Data Collection; 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 <i>PN103A Nursing I Fundamentals</i>	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 <i>NLN 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**

<u>PN121C Nursing Fundamentals II</u>					
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; Mainutrition; 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**

PN131L Mental Health Nursing					
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, Contribution to mental health assessment - health data collection for holistic care 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	1.5	The family after birth: post-partum period; Post-partum mood disorders • Skills Lab	4.0	1.5
Postpartum complications	4.0		Nursing care of women with complications after birth	4.0	
The term, preterm and post-term newborn • Skills Lab	4.0	1.5	Nursing care of the newborn, preterm and post-term • Skills Lab	4.0	1.5
Newborn with perinatal injury or congenital malformation	5.0		Nursing care of the newborn with perinatal injury or congenital malformation	5.0	
Healthcare adaptations of pediatric clients and their family (*moved from Lifespan II)	(3.0)		The pediatric client, hospitalization experience, and health care adaptation for the child and family • Skills Lab	2.0	2.0
Nursing care of the medical-surgical pediatric client: sensory, neurological, and musculoskeletal (*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: cardiac, hemopoetic and cancer (*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: respiratory (*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: gastrointestinal, genitourinary, skin, metabolic (*moved from Lifespan II)	(4.0)		Nursing care of the child with gastrointestinal, genitourinary, skin, or metabolic condition	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 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) • <i>Skills Lab</i>	4.0 6.0	1.0	Fluid & electrolytes, acid-base balance, IV therapy • <i>Skills Lab</i>	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) • <i>Skills Lab</i>	8.0	1.0	Nursing care of clients with occlusive cardiovascular disorders & cardiac arrhythmias; Acute coronary syndrome; Client education and cardiac rehab • <i>Skills Lab</i>	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) • <i>Skills Lab</i>	6.0 (6.0)	2.0	Nursing care of clients with upper/lower gastrointestinal (GI), hepatic, pancreas, and gallbladder disorders; GERD, Ulcers • <i>Skills Lab</i>	12.0	2.0
Renal system (*moved from Lifespan II) • <i>Skills Lab</i>	(6.0)	3.0	Nursing care of clients with genitourinary and renal disease; Gerontological issues- age-related renal changes; Hemodialysis & peritoneal dialysis • <i>Skills Lab</i>	6.0	3.0
Respiratory system • <i>Skills Lab</i>	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 • <i>Skills Lab</i>	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 <i>Nursing Judgment</i>	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
Contribution to Health Assessment:	Health data collection for review of body systems Focused nursing assessment for review of body systems Basic needs health data collection 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 	6.0
Administering Enemas:	Fleets, Mineral Oil	
Diabetes and Insulins:	Insulin injection Mixing Insulins Insulin Pen	2.0
Emergency Medications:	Glucagon Epi Pen Nitroglycerin	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>Focused Assessment/ Health Data Collection – Mother After Birth:</p> <p>Vital Signs BUBBLEHE – <u>b</u>reast, <u>u</u>terus, <u>b</u>ladder, <u>b</u>owel sounds, lochia, <u>e</u>pisiotomy, <u>h</u>emorrhoids & <u>H</u>oman’s sign, <u>e</u>ducation & <u>e</u>dema</p> <p>Post-Partum: Care of the Post-Partum Mother</p> <p>Client Teaching: Perineal Care Breast Care Breast Feeding Nutrition Reportable Symptoms Care of the Infant</p>	1.5
<p>Focused Assessment/ Health Data Collection - Neonate:</p> <p>Vital Signs Measurements: weight, length, head/chest/abdominal circumference</p> <p>Newborn Nursery: Care of the Newborn Holding Suctioning (bulb) Urine Specimen (Pedi bag)</p>	1.5
<p>Immunizations: Immunizations Schedule Immunization Site Marking for Injection</p> <p>Focused Assessment/ Health Data Collection - Pediatrics:</p> <p>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> <p>Simulation: Care of a Pediatric Patient</p>	2.0
TOTAL	5.0

EXHIBIT E: Skills Labs and Allocation of Hours

<u>SKILLS LABS: PN133C Nursing Across the Lifespan I</u>		
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

<u>SKILLS LABS: PN 241C Nursing Across the Lifespan II</u>		
Skills Lab		Current Hours Allocated
Focused Assessment/ Health Data Collection - Neuro:	Cranial Nerves Focused Assessment	2.0
Simulation:	Care of a Client with Stroke	1.0
Focused Assessment/ Health 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	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 - <i>Continued Objectives and Clinical Competencies for SLO #2</i>	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 health data collection according to facility's policy (e.g.-vital signs, BM's, A.M. Care, etc.) B. Completes the Client Health Data Collection Tool (SimChart) using appropriate medical terminology.* C. Discusses health data collection findings with clinical instructor. D. Presents patient findings using basic medical terminology. E. Demonstrates basic understanding of medical diagnosis. F. Documentation of health data collection is timely and accurate.											
SECTION Total -SLO 4 Objectives											

**Lincoln Technical Institute
Practical Nursing Program**

Enter Date	Term 1: Nursing Clinical I Clinical Competencies Evaluation Instrument										
	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 health data collection 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.											

Lincoln Technical Institute
 Practical Nursing Program
 Term 1: Nursing Clinical I 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
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:										
2. Weekly point scores totals SECTION divided by 12 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)							
Client Health 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)										
Health data collection 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 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 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 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 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 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.*											

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 - <i>Continued Objectives and Clinical Competencies for SLO #2</i>	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 primary care provider 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:											
A. Communicates health data collection findings using appropriate medical terminology.											
B. Effectively communicates health data collection findings to the instructor and other members of the health care team.											
C. Communicates professionally to the patient, family and staff											
Course Student Learning Objective 6: Use the electronic health record (EHR) to accurately document and communicate client health information.											
Clinical Competencies Score:											
D. Adheres to patient confidentiality.											
E. Completes Nurses Notes accurately with proper medical terminology before the end of the shift.											
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 health data collection skills.											
Clinical Competencies Score:											
A. Collects data relevant to the patient's health status by conducting health data collection with increasing proficiency. B. Completes Client Health Data Collection Tool 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 health data collection 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											

**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		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)
Palliative Care and Hospice			<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 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 Health Data Collection Tool, 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 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 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 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 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 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:											
<p>A. Demonstrates elements of caring behaviors while providing safe, quality nursing care for the sub-acute patient.</p> <p>B. Determines patient capabilities and checks primary care provider orders for restrictions before beginning care.</p> <p>C. Manages patient-centered care with focus on caring, respectful, compassionate behavior and creating a healing environment.</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: Provide holistic, individualized patient-centered care focusing on caring behaviors and client preferences.											
Clinical Competencies Score:											
<p>A. Provides well organized, on-time care for sub-acute medical-surgical patient.</p> <p>B. Incorporates basic disease processes, medical treatments, and health data collection into nursing care and documentation.</p>											

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 health data collection 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 health data collection 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 health 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 health data collection with case study and client teaching plan* C. Completes Medical Surgical health data collection 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 health data collection findings. E. Gathers accurate health data collection data. F. Seeks out instructor to validate health data collection 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									
<u>GRADING INSTRUCTIONS:</u>									
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 health data collection			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 health data collection, case study, teaching plan									
MedSurg health data collection & teaching plan									
Mental Health Process Recording									
Pediatric simulation, health data collection, 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 (*Conversion Equiv)									

I HAVE REVIEWED THE CLINICAL GRADE FOR TERM 3:

Student Signature: _____

Date: _____

Instructor Signature: _____

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**

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	<p>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</p>
2	<p>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</p>
1	<p>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</p>
0	<p>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</p>

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%

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

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, 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**

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:											
A. Actively seeks learning opportunities, accepts assignments, and exhibits a willingness to learn and assist others. B. Manages patient-centered care with a focus on authentically listening and being authentically present based on Watson's theory. C. Completes a case study exemplar for Watson's Human Caring theory.*											
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:											
A. Discusses health education needs and discharge planning with members of the healthcare team. B. Incorporates basic disease processes, medical treatments, and nursing interventions into the plan of care within the patient's cultural context.											

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 - <i>Continued Objectives and Clinical Competencies for SLO #2</i>	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 - <i>Continued Objectives and Clinical Competencies for SLO #3</i>	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											

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	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 Health Data Collection 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									
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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 10 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)
---------------------	-------------	----------------------------------	--

Medication Transcription with Med Pass		
Dosage Calculation (ATI Proctored)		
Patient Transfer Form		
Patient Incident Report		
Health Data Collection 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: _____

Instructor Signature: _____

Student Signature: _____

Student Signature: _____

Date: _____

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	<p>Proficient; can perform a skill independently</p> <p>Performs without supportive cues</p> <p>Accomplishes task within an expedited time period</p> <p>Actions are always safe</p> <p>Identifies interrelationship of data; Applies theoretical knowledge correctly</p> <p>Exhibits appropriate affect consistently</p>
2	<p>Performed the skills mostly independently with some supervision and assistance</p> <p>Additional/minimal practice required</p> <p>Displays acceptable nursing skills</p> <p>Actions are always safe</p> <p>Identifies scientific principles; may need guidance to identify applications</p> <p>Appropriate affect most of the time</p>
1	<p>Minimally skilled in majority of nursing skills</p> <p>Needs continuous cues to complete tasks</p> <p>Requires safety reminders; attempts activity but unable to complete</p> <p>Poor planning prior to performing tasks</p> <p>Inappropriate application of principles; Little interrelationship of data or correlation of care</p> <p>Articulates the plan of care with little content and rationale</p> <p>Inappropriate affect; Preoccupied with self and personal needs</p> <p>Does not follow LTI or facility policy consistently; Negates value of clinical experience</p>
0	<p>Unsafe; Non-productive; attempts activity but unable to complete</p> <p>Unable to identify principles or apply them</p> <p>No plan of care; No interrelationship of data or correlation of care</p> <p>Inappropriate affect; Preoccupied with self and personal needs</p> <p>Does not follow LTI or facility policy; Negates value of clinical experience</p>

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 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%

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**

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 6

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 includes the nursing process, health 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 – 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

August 27, 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, **health** 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
- Direct hands-on clinical
- Clinical observation

DATE SYLLABUS WAS LAST REVIEWED

August 31, 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 Hierarch 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~~ primary care providers. (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

August 27, 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 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.

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, **health** 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 **health** 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
- Direct hands-on clinical (clinical courses)
- Clinical observation (clinical courses)

DATE SYLLABUS WAS LAST REVIEWED

August 31, 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~~ holistic health 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

August 27, 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, **health 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 Adhere** 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
- Direct hands-on clinical (clinical courses)
- Clinical observation (clinical courses)

DATE SYLLABUS WAS LAST REVIEWED

August 31, 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, ~~health~~ 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)
10. Participate in an IV therapy review for validation of knowledge and skills in the care of clients receiving IV therapy. (EPSLO #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
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
- Direct hands-on clinical (clinical courses)
- Clinical observation (clinical courses)

DATE SYLLABUS WAS LAST REVIEWED

August 31, 2021

EXHIBIT H

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>	

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	<p>Course Objectives 1, 2, 3, 4</p>	<p 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 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 • Application of skills: Nervous System 	<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	<p>Course Objectives 1, 2, 3, 4</p>	<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>	

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	<p>Course Objectives 1, 2, 3, 4</p>	<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	<p>Course Objectives 1, 2, 3, 4</p>	<p 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 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 • 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>	

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 #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 align="center"><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><i>Course Objectives</i> 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: health data collection (assessment), nursing diagnosis, planning, implementation and evaluation <ul style="list-style-type: none"> • Health data collection, planning and evaluation in long-term care and home health care. • 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 align="center"><u>Communication and the Nurse-Patient Relationship</u></p> <ul style="list-style-type: none"> • The communication process • Therapeutic communication techniques • Nurse-patient communication: <ul style="list-style-type: none"> • Communicating with the hearing-impaired patient • Communicating with an aphasic patient • Communicating with older adults • 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><i>Readings:</i> 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><i>Homework and ATI Assignments:</i> 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 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 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 • Aging effects on the musculoskeletal system • Ambulation assistance • Application of skills: Ergonomics • Application of skills: Assisting with Ambulation <p 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

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	<p align="center"><u>Client Hygiene and Prevention of Pressure Injuries</u></p> <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 • Aging effects on the skin and its surrounding structures • Application of the nursing process • Application of skills: Bedmaking • Application of skills: Personal Hygiene • Application of skills: Range of Motion 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 19</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 37: Hygiene Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Bedmaking:</u></p> <ul style="list-style-type: none"> • Making an occupied bed • Making an unoccupied bed <p><u>Personal Hygiene:</u></p> <ul style="list-style-type: none"> • Denture care • Bed bath and perineal care • Placing and removing a bedpan <p><u>Range of Motion:</u></p> <ul style="list-style-type: none"> • Active and passive range of motion exercises
Week #6	Course Objectives 1, 2, 3	<p align="center"><u>Vital Signs Measurement</u></p> <ul style="list-style-type: none"> • Measuring vital signs: body temperature, pulse, respirations, blood pressure • Pain: the 5th vital sign • Aging effects on vital signs • Application of the nursing process • Documentation • Application of skills: Vital Signs 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 21</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 27: Vital Signs Silvestri: 25 NCLEX questions/week</p>	<p>Laboratory activity: Skills Lab Validation sign-off <u>Vital Signs:</u></p> <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 • Aging effects on the digestive system • 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 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 26</p> <p>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</p>	
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 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition</i>. Saunders Publ. Chapter(s) 14</p> <p>Homework and ATI Assignments: ATI Fundamentals Chapter 35: Cultural and Spiritual Nursing Care Silvestri: 25 NCLEX questions/week</p>	

Revised August 31, 2021; 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 #9	Course Objectives 1, 2, 3, 4, 5, 6	<p><u>Contribution to Assessment of Health – Health Data collection and focused assessment</u></p> <ul style="list-style-type: none"> • LPN Role in the contribution to assessment of health: 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 health data collection assessment • Application of the nursing process • Application of skills: Health Assessment Health Data Collection 	<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 Data Collection Assessment:</u></p> <ul style="list-style-type: none"> • Health data collection for review of body systems • Basic needs health data collection assessment
Week #10	Course Objectives 1, 2, 3, 4, 5, 6	<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 • <u>Assessment Evaluation</u> of learning needs • Factors affection learning • The patient education plan • Resources for patient education 	<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</p>	

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WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
		<ul style="list-style-type: none"> Coordination with discharge planning 	ATI Fundamentals Chapter 17: Client Education Silvestri: 25 NCLEX questions/week	
Week #11	Course Objectives 1, 2, 3, 4, 5, 6	<p style="text-align: center;"><u>Admitting, Transferring, and Discharging Clients</u></p> <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	<p style="text-align: center;"><u>Pain, Comfort and Sleep</u></p> <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 	<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>	

Revised August 31, 2021; July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 112C Nursing Fundamentals I

		<ul style="list-style-type: none"> Application of the nursing process 		
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	<p><i>Course Objectives</i> 2, 4</p>	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p 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 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><i>Readings:</i> Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 1</p> <p><i>Homework and ATI Assignments:</i> 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 align="center"><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 align="center"><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	<p><i>Course Objectives</i> 1, 3, 5</p>	<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><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><i>Readings:</i> Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 7</p> <p><i>Homework and ATI Assignments:</i> 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	<u>Evolution of the Nursing Process</u> <ul style="list-style-type: none"> • Evolution of the nursing process • Role differentiation of the Registered Nurse and Licensed Practical Nurse • Health 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	<u>Nursing Theory and Evidence-Based Practice</u> <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**

August 27, 2021; 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 align="center"><i>Course Objectives</i> 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 • <i>Application of skills: Enteral and Parenteral Feedings</i> • <i>Application of skills: Tube feeding and medication administration</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) 27</p> <p><i>Homework and ATI Assignments:</i> 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 <u>Enteral and Parenteral Feedings:</u></p> <ul style="list-style-type: none"> • Gastrostomy tube feeding <u>Tube Feeding and Medication Administration:</u> • 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>Course Objectives 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 • Application of skills: Performing a Capillary Blood Test (finger stick) for Blood Glucose • Application of skills: Performing a Urine Dipstick Test • Application of skills: Urine Culture Specimen 	<p>Readings: DeWit, S. C. (2018). <i>Fundamental Concepts and Skills for Nursing with EAQ, 5th Edition.</i> Saunders Publ. Chapter(s) 24</p> <p>Homework and ATI Assignments: 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	Course Objectives 1, 6	<p><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	Course Objectives 1, 6	<p><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>	

August 27, 2021; July 23, 2021

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 • Factors affecting wound healing: age, nutrition, lifestyle, medications, infection, chronic illness • 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 • Aging effects on the respiratory system • 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 • Changes in cognitive functioning in older adults: • Safety for the cognitively impaired • Elder Abuse and crimes against older adults • 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	<p><i>Course Objectives</i> 1, 2, 3, 4, 6</p>	<p><u>Patient Teaching for Health Promotion</u></p> <ul style="list-style-type: none"> • Overview of aging: theories of aging, longevity, and demographics • Promoting healthy adaptation to aging • Physical, cognitive, and psychosocial aspects of aging • Resources for families when a parent needs help 	<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~~ primary care provider 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 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 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 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 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, 18th edition</i>. 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 align="center"><u>Medication Safety:</u></p> <ul style="list-style-type: none"> • 3 Safety checks • 7 Rights

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, 18th edition</i>. 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

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 #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>Course Objectives 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>• Application of Skills: Medication Administration</p>	<p>Readings: Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 29-30</p> <p>Homework and ATI Assignments: 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 <p>• Application of Skills: Medication Administration</p>	<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	<i>Course Objectives</i> 2, 3, 4, 5	<p><u>Medications Affecting the Endocrine System: Drug classifications, actions, uses, side effects, 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 • <i>Application of Skills: Diabetes and Insulins</i> <p><u>Medications Affecting the Reproductive System: 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><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 35-38, 39-40</p> <p><i>Homework and ATI Assignments:</i> 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	<i>Course Objectives</i> 2, 3, 4, 5	<p 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 align="center"><u>Medications Affecting the Musculoskeletal 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><i>Readings:</i> Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 43-44</p> <p><i>Homework and ATI Assignments:</i> 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>Course Objectives 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 <ul style="list-style-type: none"> • Application of Skills: Emergency Medications 	<p>Readings: Clayton, B., Willihnganz, M. (2019). Basic Pharmacology for Nurses with EAQ. 18th edition. Mosby. Chapter(s) 41, 45</p> <p>Homework and ATI Assignments: 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	<i>Course Objectives</i> 2, 3, 4, 5	<p align="center"><u>Culturally competent care:</u></p> <ul style="list-style-type: none"> • Pharmacologic considerations in diverse cultures <p align="center"><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>

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 #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 health data collection 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	<p><u>Prenatal Period to 1 Year: Developmental tasks, the role of play, nutritional needs, safety and injury prevention</u></p> <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	<p><u>Toddlerhood: 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) 7</p> <p>Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 19: Toddlers (1 to 3 years) Silvestri: 25 NCLEX questions/week</p>

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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	<u>Preschool: 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 	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 Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 20: Preschoolers (3 to 6 years) Silvestri: 25 NCLEX questions/week
Week #9	Course Objectives 1, 2, 3	<u>School Age: 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 • Cognitive development • Moral development • Nutritional needs • Sleep and rest • The role of play • Safety needs and injury prevention • Health promotion 	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 Homework and ATI Assignments: ATI Fundamentals for Nursing Chapter 21: School-Age Children (6 to 12 years) Silvestri: 25 NCLEX questions/week

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>

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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 Sandwich generation</u></p> <ul style="list-style-type: none"> • Physical characteristics • Vital Signs • Developmental Milestones • Parenting • The “Sandwich” 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>Course Objectives 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>Readings: 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>Homework and ATI Assignments: 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	Course Objectives 1, 5, 6	<ul style="list-style-type: none"> • Course Orientation and Syllabus Overview <p style="text-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 style="text-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 style="text-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 style="text-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 • Culture and mental health care 	<p>Readings: Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 1-4</p> <p>Homework and ATI Assignments: 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>

August 31, 2021; 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 #2	Course Objectives 2, 3, 4, 5	<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>Contribution to Mental Health Assessment</u></p> <ul style="list-style-type: none"> • Health data collection for holistic care Assessment: <ul style="list-style-type: none"> • Physical, sociocultural, mental status, cognition, emotional, and spiritual • Review of and contribution to psychiatric assessment tools • Application of the nursing process 	<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
Week #3	<p>Course Objectives 2, 3, 4</p>	<p 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"> • <u>Assessment Health data collection</u> 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>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #4	<p align="center">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 • The therapeutic environment and client needs: Maslow’s Hierarch of Needs 	<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	Course Objectives 2, 3, 4, 5	<p style="text-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: review of and contribution to assessment tools for children <p style="text-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 • Application of the nursing process: building self-esteem and skill development for functional living 	<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>

August 31, 2021; 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 #6	Course Objectives 2, 3, 4, 5	<p style="text-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 style="text-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 style="text-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"> • Review of and contribution to functional assessment • Communication techniques for persons with Alzheimer’s disease • Orienting environmental cues 	<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>

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WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #7	Course Objectives 1, 2, 3, 4, 5, 6	<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 • Therapeutic interventions: Pharmacologic therapy • Application of the nursing/ therapeutic process 	<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>

August 31, 2021; 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 #8	<p>Course Objectives 1, 2, 3, 4, 5, 6</p>	<p 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 align="center"><i>Course Objectives</i> 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><i>Readings:</i> Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 22-23</p> <p><i>Homework and ATI Assignments:</i> 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>

WEEKLY COURSE CONTENT OUTLINE

PN 131L Mental Health Nursing

WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments
Week #10	<p align="center"><i>Course Objectives</i> 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 cycle 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 • <u>Evaluation Assessment</u> of suicidal potential and therapeutic interventions of suicidal clients 	<p><i>Readings:</i> Morrison-Valfre, M. (2021). Foundations of Mental Health Care, 7th Edition. Mosby. Chapter(s) 25-27</p> <p><i>Homework and ATI Assignments:</i> 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 align="center">Course Objectives</p> <p>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 align="center">Course Objectives</p> <p>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>

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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**

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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>	

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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"> • Evaluation 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>	

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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 align="center"><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/ Health 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/ Health 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	Course Objectives 1, 3, 5, 6, 7	<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 • Review of and contribution to 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 • Application of skills: <u>Focused Assessment/ Health Data Collection – Neonate</u> • Application of skills: <u>Newborn Nursery</u> 	<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/ Health 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	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p><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 • Health 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

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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/ Health 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>Focused Assessment/ Health Data Collection- Pediatrics:</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 	<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>Focused Assessment/Health Data Collection-Pediatrics:</p> <ul style="list-style-type: none"> • Toddlers (1-3 years)

August 31, 2021; July 23, 2021

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

		<ul style="list-style-type: none"> Application of skills: Focused Assessment/ <u>Health Data Collection – Pediatrics</u> 		
WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #11	<p>Course Objectives 1, 3, 5, 6, 7</p>	<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 	<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</p>	<p>Laboratory activity: Skills Lab Validation sign-off</p> <p>Focused Assessment/ Health Data Collection- Pediatrics:</p> <ul style="list-style-type: none"> Preschoolers (3-6 years)

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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
		<ul style="list-style-type: none"> Application of skills: Focused Assessment/ Health Data Collection – Pediatrics 	Elsevier: EAQ Adaptive Quizzing	
Week #12	<p>Course Objectives 1, 3, 5, 6, 7</p>	<p style="text-align: center;"><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/ Health 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 style="text-align: center;"><u>Focused Assessment/ Health 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	<p><i>Course Objectives</i> 1, 3, 5, 6, 7</p>	<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><i>Readings:</i> Leifer, G. (2019). Introduction to Maternity & Pediatric Nursing with EAQ and VCE, 8th edition. Saunders Publication, Inc. Chapter(s) 33-34</p> <p><i>Homework and ATI Assignments:</i> 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>Focused Assessment/Health Data Collection-Pediatrics:</p> <ul style="list-style-type: none"> • Adolescents (12-20 years)

WEEKLY COURSE CONTENT OUTLINE

PN 132C Maternal-Child and Pediatric Nursing

		<ul style="list-style-type: none">Application of skills: Focused Assessment Health Data Collection – Pediatrics		
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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. (EP5LO #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 • <u>Understanding Health Care Issues</u> • 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><u>Blood Transfusion:</u></p> <ul style="list-style-type: none"> • Blood transfusion monitoring • Blood transfusion reactions

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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	<p style="text-align: center;"><u>Nursing Care of Clients Having Surgery</u></p> <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	<p style="text-align: center;"><u>Nursing Care of Clients with Cardiovascular Disorders</u></p> <ul style="list-style-type: none"> • Cardiovascular system function, pathophysiology, assessment, health data collection, 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>	

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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, health data collection, 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:</p> <p align="center"><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, health data collection, 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	Course Objectives 1, 2, 3, 4	<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, health data collection, medications, evidence-based therapeutic measures, and health teaching • Gerontological issues related to medication metabolism • Cultural nutrition assessment, health data collection 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>Readings: 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>Homework and ATI Assignments: 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 style="text-align: center;"><u>Nursing Care of Clients with Lower GI, Hepatic, Pancreas, and Gallbladder Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, <u>assessment</u>, <u>health data collection</u>, 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: <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, health data collection, 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

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WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #10	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Nursing Care of Clients with Respiratory Disease</u></p> <ul style="list-style-type: none"> • Respiratory system function, pathophysiology, assessment, health data collection, 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	<p>Course Objectives 1, 2, 3, 4</p>	<p align="center"><u>Nursing Care of Clients with Respiratory System Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, health data collection, 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>	

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WEEKLY COURSE CONTENT OUTLINE

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WEEK/ HOURS	COURSE STUDENT LEARNING OBJECTIVES	COURSE CONTENT	Out-of-Class Assignments	SKILLS LAB
Week #12	<i>Course Objectives</i> 1, 2, 3, 4	<u>Nursing Care of Clients with Endocrine Disorders</u> <ul style="list-style-type: none"> • Endocrine system function, pathophysiology, assessment, health data collection, 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 	<i>Readings:</i> Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 38-40 <i>Homework and ATI Assignments:</i> 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	

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	<i>Course Objectives</i> 1, 2, 3, 4	<p align="center"><u>Nursing Care of Clients with Reproductive System Disorders</u></p> <ul style="list-style-type: none"> • Genitourinary and reproductive system function, pathophysiology, assessment, health data collection, 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><i>Readings:</i> 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><i>Homework and ATI Assignments:</i> 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, health data collection, 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

August 31, 2021; 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	Course Objectives 1, 2, 3, 4	<p align="center"><u>Nursing Care of Clients with Immune System Disorders</u></p> <ul style="list-style-type: none"> • Immune system function, pathophysiology, <u>assessment</u>, <u>health data collection</u>, 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, <u>assessment</u>, <u>health data collection</u>, 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>Readings: 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>Homework and ATI Assignments: 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>	

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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	<p><i>Course Objectives</i> 1, 2, 3, 4</p>	<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	<p><i>Course Objectives</i> 1, 2, 3</p>	<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, health data collection, 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>	

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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	Course Objectives 1, 2, 3	<p style="text-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, health data collection, medications, evidence-based therapeutic measures, and health teaching • Cranial nerves and basic neurologic health data collection 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 • Application of skills: Focused Assessment/ Health Data Collection - Neuro 	<p>Readings: 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>Homework and ATI Assignments: 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 style="text-align: center;"><u>Focused Assessment/ Health Data Collection - Neuro:</u></p> <ul style="list-style-type: none"> • Cranial Nerves <u>Focused Assessment</u>

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 align="center"><u>Nursing Care of Clients with Cerebrovascular Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, health data collection, 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 align="center"><u>Nursing Care of Clients with Peripheral Nervous System (PNS) Disorders</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, health data collection, 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>	

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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 style="text-align: center;"><u>Nursing Care of Clients with Sensory System Disorders</u></p> <ul style="list-style-type: none"> • Sensory system function, pathophysiology, assessment, health data collection, 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/Health 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>Focused Assessment/Health Data Collection – Eye and Ear:</p> <ul style="list-style-type: none"> • Vision Focused Assessment – Snellen Eye Chart • Hearing Focused Assessment

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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 align="center"><u>Nursing Care of Clients with Skin Disorders</u></p> <ul style="list-style-type: none"> • Integumentary system function, pathophysiology, assessment, health data collection, 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 align="center"><u>Nursing Care of Clients with Burns</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, health data collection, 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	Course Objectives 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, health data collection, 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 	Readings: Williams, L.S., Hopper, P. D. (2019). Understanding Medical-Surgical Nursing with Davis Plus, 6th Edition. F.A. Davis. Chapter(s) 27-28 Homework and ATI Assignments: 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 style="text-align: center;"><u>Emergency Care, Trauma, and Bioterrorism</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, health data collection, 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 style="text-align: center;"><u>Nursing Care of Clients in Shock</u></p> <ul style="list-style-type: none"> • Pathophysiology, assessment, health data collection, 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 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>

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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	<p><i>Course Objectives</i> 1, 2, 3, 4, 5</p>	<p 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><i>Readings:</i> Knecht, P. (2021). Success in Practical/Vocational Nursing: From Student to Leader, 9th edition. Elsevier. Chapter(s) 17</p> <p><i>Homework and ATI Assignments:</i> 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	<i>Course Objectives</i> 1, 3, 4	<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



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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.
- **SEE ADDENDUM B: Mandatory COVID Vaccine Policy**

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 I 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 LESL 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:

- 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.
- Reproducing, paraphrasing, summarizing, or describing to any other person any test content from memory after leaving the testing room
- 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 and/or official transcript will be sent to the State Board of Nursing (Department of Public Health for CT) as required 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 (Department of Public Health for CT) 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 A – 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: ½ day is defined as attending clinical until 11:30 am or later.
 - 2. Evening Division: ½ 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.

ADDENDUM B – Mandatory COVID Vaccine Policy: Connecticut

Connecticut Nursing Clinical Participants – Students



LINCOLN TECH

I, _____, am aware that there is a clinical component
Student Name

in the Practical Nursing program which requires me to work in a healthcare setting providing direct patient/client care. I also understand that in order for me to graduate, the clinical experience is a requirement.

I acknowledge and understand that as of the week of August 9, 2021, the Connecticut governor issued an Executive Order mandating that all clinical site employees be vaccinated for Covid-19. As a result of this executive order, Lincoln Technical Institute’s clinical sites are advising that they **will not** accept any Lincoln employees and students onto their clinical site who are not fully Covid-19 vaccinated.

As of September 7, 2021, proof of full vaccination is required, or at a minimum, proof of receipt of the first vaccine. However, **clearance to participate in clinical will be issued only after proof of full vaccination is submitted** to the individual program’s nursing administration.

I understand that if I am not fully vaccinated and am therefore unable to participate in clinical, Lincoln Technical Institute will have no alternative but to withdraw me from the nursing program until such time as I am able to submit proof of full vaccination.

As a result of all of the aforesaid, I hereby release and hold Lincoln harmless from any and all liability resulting from my inability to complete my nursing program.

I further understand and agree that I will not be entitled to, nor will I seek, any tuition reimbursement from Lincoln as a result of any of the aforestated, and that I am fully responsible for any tuition and fees incurred.

Student Signature

Date

EXHIBIT M

PN134C Nursing Clinical II
Maslow Exemplar
Prioritizing Care of the Older Adult

Learning Objectives:

- Define the levels of human needs identified by the Maslow model for *Hierarchy of Needs*. (EPSLO #2, 6)
- Describe the signs/symptoms, skills, and approaches required for health data collection of the respiratory status with a client experiencing shortness of breath. (EPSLO #1, 2, 3, 4)
- Prioritize nursing interventions according to the physical, mental, and psychosocial needs of the client within the Maslow *Hierarchy of Needs* framework. (EPSLO #1-6)

Case Study:

Mr. Ngo is an 80 year-old male who immigrated to the United States from Vietnam when he was 32 years old. His wife of 50 years passed away a year ago. He had been living alone in a small apartment with his cat Snuggles, who was very important to him. He has one daughter, who is 49 years old, that lives nearby, and is Mr. Ngo's major support system. Three months ago, Mr. Ngo fell at home and was admitted to the hospital with a fractured right hip. After complications of a wound infection were healed, he was discharged to live in a long-term care facility in his neighborhood. His other medical problems include hypertension and incontinence. A student nurse has been assigned to care for Mr. Ngo. During the health data collection, the patient tells the student that he suddenly feels short of breath and can't breathe.

Questions:

1. List specific types of needs that are included in each level of *Maslow's Hierarchy of Needs*:
 - Physiologic Needs –
 - Safety Needs –
 - Love and Belonging –
 - Self-Esteem –
 - Self-Actualization –
2. What pertinent objective and subjective health data collection is required to determine the respiratory status of a patient with shortness of breath?

3. Discuss the concept of *accountability* which is necessary to monitor and communicate the status of the patient with shortness of breath. Include an explanation of your role and responsibilities as a nursing student versus the Licensed Practical Nurse.

4. Using information from the case study, categorize Mr. Ngo's physical, mental, and psychosocial needs into each level in the progressive tier of *Maslow's Hierarchy of Needs*.

Then indicate if the need(s) is met/unmet:

- Physiologic Needs –

Met_____ Unmet_____

- Safety Needs –

Met_____ Unmet_____

- Love and Belonging –

Met_____ Unmet_____

- Self-Esteem –

Met_____ Unmet_____

- Self-Actualization –

Met_____ Unmet_____

5. Based on your answers in question #5, state the one most important priority of care for Mr. Ngo and list the appropriate nursing interventions:

- Priority of Care –

- Nursing Interventions –

EXHIBIT IV

PN243C Nursing Clinical IV
Watson Exemplar
Care of Nursing Home Residents during a Natural Disaster

Learning Objectives:

- Describe major health care needs specific to older adult residents living in long-term care facilities that places them at unique risk during a natural disaster. (EPSLO #2, 3, 5, 6)
- Define *Caritas Processes* identified by the *Watson Human Caring Theory of Nursing* that will guide the nurse's approach in caring for older adults in unpredictable environments. (EPSLO #1-5)
- Prioritize nursing responsibilities and interventions for older adult residents in a long-term care facility who are unable to leave during a natural disaster. (EPSLO #1-6)

Case Study:

Nurses working in a long-term care facility have been advised that a severe weather alert code has been activated for an approaching hurricane. The notification was sent during the night at 2:00am for anticipated high winds, flooding, and power outages likely to occur in the next 2 hours. The nursing home capacity has a census of 58 residents staffed with 1 LPN and 4 UAPs on the night shift. Over the past 2 weeks the area received several consecutive storms resulting in flooding and still unresolved power outages. The community still has streetlights that are out with some areas that are pitch black, trees and debris blocking some streets, and power lines that are down.

Questions:

1. For elderly residents, hurricanes bring increased risk. Describe 3 anticipated health care needs of the older adult resident population in the case study. Explain what will be needed to provide for the health of the residents in the emergency of the hurricane.
 - Health care need #1 -

 - Health care need #2 -

- Health care need #3 –
2. Based on your answer in question #1, define 2 *Caritas Processes of Watson's Human Caring* that will guide the care for physical and emotional needs of the older adult residents during the uncertainty of the hurricane.

 3. Discuss one priority nursing responsibility and pertinent nursing interventions that are necessary to communicate and maintain the safety of the residents and staff in a long-term care facility during a natural disaster such as hurricane.

In the discussion, consider emergency preparedness standards such as a facility's emergency operating plan (EOP), notification system, evacuation versus shelter-in-place procedures, identifying backup resources for electricity, water, etc., performing triage, and providing crisis support.

Smith, Helen

From: Vicki Kane <Vicki.Kane@yti.edu>
Sent: Monday, August 9, 2021 1:00 PM
To: Smith, Helen
Cc: Nancy Brunet
Subject: Porter & Chester Institute Notice of Relocation to Bridgeport
Attachments: PCI Bridgeport Relocation.docx; TCO 156 Boston Ave.pdf

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 see the attached notice of relocation from PCI-Stratford to PCI-Bridgeport. Porter and Chester Institute received OHE approval late Friday to begin enrolling students at our new Bridgeport location. The address and contact information for the campus is included in the attached notice and we look forward to your review of our new facility.

Please feel free to contact me if any additional documentation is required.

Thank you~

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

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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.



August 6, 2021

Dear Ms. Smith:

Porter and Chester Institute has received OHE approval to enroll students at our new Bridgeport location (156 Boston Ave, Bridgeport, CT 06610). Practical Nursing students will be relocated from the current Stratford campus (670 Lordship Blvd., Stratford, CT 06615) the week of August 9, 2021. All students have been notified of the change in location and Porter and Chester Institute is excited to share our newly designed campus with new and existing students.

Porter & Chester Institute-Bridgeport:

Main Phone Number: 475-273-2400

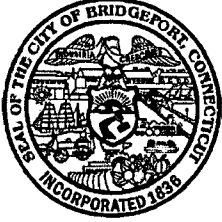
Fax: 203-275-8928

Enclosed is a copy of the temporary certificate of occupancy. Please feel free to contact me with any questions. We look forward to your review of our facility and we are happy to accommodate a visit at your earliest convenience.

Respectfully~



Vicki Kane, Ed.D.
Vice President of Academics



Certificate of Occupancy



Building Department

TEMPORARY
Date: July 20, 2021
Building Permit No.: 1005-21 / 1055-21

City of Bridgeport

This is to Certify

That the building at **156 Boston Ave**

Permit granted to **Remo Tartaglia Associates, LLC**

Dated **1-8-21/ 2-5-21** has been examined and that the same conforms substantially to the **2018** Connecticut State Building Code and may be occupied and/or used as:

Interior alterations - Phase 1 and Phase 2, except for Medical Room Equipment and Automotive Room Equipment

NOTE: Any occupancy permitted to continue during completion of the work shall be discontinued within 30 days after completion of the work unless a Certificate of Occupancy is issued.

Use Group: **B / S-1**

Required Sprinkler System: **NFPA - 13**

Type of Construction: **2B - Non-Protected**

Occupant Load: **253**

Deputy Building Official


Bruce A. Nelson, Building Official



Sacred Heart UNIVERSITY

OFFICE OF THE PROVOST

Robin L. Cautin, Ph.D.
Acting Provost and Vice President for Academic Affairs

August 13, 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.

For AY21-22 you will be released from your entire 30- credit workload in consideration of your Department Chair responsibilities. In addition to assigned teaching load, all faculty 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 the

-Dickerson-

Department Chair, Dean or the University Administration. The types of assignments faculty are expected to perform include but are not limited to academic advising, student interaction, curriculum review, enrollment efforts, and program development.

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:

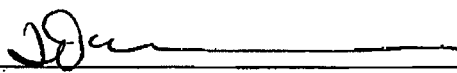
- the University may use your name and picture.
- you are subject to the rules and regulations of the University and the duties set forth in the Faculty Handbook, and that the terms of your employment are governed by this letter and the Faculty Handbook.
- to inform the Dean of your College if you have 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
Acting Provost and Vice President for Academic Affairs

ACCEPTED:  DATE: 8/17/21
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

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Instructions

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Sacred Heart UNIVERSITY



Sacred Heart University - Chair, St. Vincent's College, Associate Degree in Nursing Program

Thank you for considering Sacred Heart University in your search.

About Sacred Heart University:

As the second-largest independent Catholic university in New England, and one of the fastest-growing in the U.S., Sacred Heart University is a national leader in shaping higher education for the 21st century. SHU offers more than 80 undergraduate, graduate, doctoral and certificate programs on its Fairfield, Conn., campus. Sacred Heart also has satellites in Connecticut, Luxembourg and Ireland and offers online programs. More than 9,000 students attend the University's nine colleges and schools: Arts & Sciences; Communication, Media & the Arts; Social Work; Computer Science & Engineering; Health Professions; the Isabelle Farrington College of Education; the Jack Welch College of Business & Technology; the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing; and St. Vincent's College. Sacred Heart stands out from other Catholic institutions as it was established and led by laity. The contemporary Catholic university is rooted in the rich Catholic intellectual tradition and the liberal arts, and at the same time cultivates students to be forward thinkers who enact change in their own lives, professions and in their communities. The Princeton Review includes SHU in its Best 386 Colleges-2021 Edition, "Best in the Northeast" and Best Business Schools-2021 Edition. Sacred Heart is home to the award-winning, NPR-affiliated radio station, WSHU, a Division I athletics program and an impressive performing arts program that includes choir, band, dance and theater. www.sacredheart.edu

Preview

Category: Faculty  

Department: Nursing (NUR)

Locations: Fairfield, CT

Posted: Feb 15, 2021

Closes: May 31, 2021 - 11:59 PM EDT

Type: Full-time

Position ID: 128308



Job Description:

Sacred Heart University invites applications from highly-motivated candidates for a full-time, 12 months, benefits-eligible, non-tenure track faculty position as Assistant/Associate Clinical Professor and Program Chair in the St. Vincent's College Associate Degree in Nursing Program commensurate with the candidate's qualifications. Under the general direction of the Provost and Dean, the Chair of the Nursing Program oversees the strategic and operational processes of the department including management of full and part-time faculty assignments, supervision, evaluation, and coordination of the day-to-day operations of the department. The chair also oversees the development and revision of the Nursing curriculum to ensure compliance with all accreditation standards.

Duties associated with this position include:

- Possesses knowledge of ACEN accreditation procedures and ensures institutional compliance with all standards and regulations.
- Interviews, recommends, mentors and evaluates full time and adjunct faculty in accordance with college rules, policies and procedures.
- Orient, mentor, and evaluate faculty teaching in the program.
- Prepares course schedules and faculty assignments each term in collaboration with the dean.
- Oversees the departmental budget.
- Maintain and update all program handbooks.
- Oversees the management of laboratory equipment/materials, facilities, and resources.
- Develops, prepares, and updates the Nursing curriculum to ensure compliance with all state and national accreditation standards.

Sacred Heart University Job Posting: Chair, St. Vincent's College, Associate Degree in Nursing Program

- Serves the college and university through committee membership.
- Promotes positive and productive relationships with clinical providers including hospitals, clinics, businesses, industries, and agencies.
- Oversees the Nursing Department Advisory Board.
- Develops, implements and evaluates a system of continuous evaluation and improvement.
- Effectively partners with other academic department chairs to align program curricula, develop course schedules, and advance opportunities for interdisciplinary and advanced study.
- Active involvement in all student recruitment activities.
- Teaches nursing courses in an area (or areas) of professional specialty.
- Maintains high academic standards and promotes excellence in education.
- Supports college extracurricular functions.
- Other duties as assigned.

Requirements:

- Master of Science in Nursing required. Doctorate in Nursing or related field preferred.
- Previous experience in nursing higher education required.
- Previous experience in academic leadership preferred.
- Previous experience teaching across nursing higher education preferred.
- Thorough knowledge of ACEN accreditation procedures

Additionally, the successful candidate will be able to contribute to a College environment based upon mutual respect and collegiality and will value the University's Catholic identity, tradition and spirit, and will support the University's commitment to community service, strategic planning, and the intellectual and ethical development of all students.

Application Instructions:

Applications must be submitted through the online process in order to be considered. Qualified applicants are invited to submit a complete curriculum vitae, letter relating to their experience to the requirements of the position, unofficial graduate transcripts, and three letters of recommendation. If letters are not readily available, please provide accurate contact information when prompted. Copies of transcripts are acceptable in preliminary stages, however official graduate transcripts will be required upon an offer of employment. Applications will be accepted until the position is filled.

Sacred Heart University is a space that respects and embraces differences, recognizes the unique contributions that individuals can make, and creates a community that maximizes the potential of all faculty and staff. As an equal opportunity employer applications from qualified candidates who reflect the wider world in which we live are encouraged.

Link all your applicant sources to the Interview Exchange

Use our Distribute feature to generate URLs for your postings

To link to this job listing from CareerBuilder®, please paste the following text in the URL field:

`http://sacredheart.interviewexchange.com/candapply.jsp?
JOBID=128308&jobboard=14`

To link to this job listing from HotJobs®, copy-and-paste the following text within the job description field:

`<A HREF = "http://sacredheart.interviewexchange.com/candapply.jsp?
JOBID=128308&jobboard=42" > </img`

Sacred Heart University Job Posting: Chair, St. Vincent's College, Associate Degree in Nursing Program

```
src="http://sacredheart.interviewexchange.com/images/button.jpg" alt="Apply Online" width="160" height="35"></A>
```

To link to this job listing from Monster®,
copy-and-paste the following text within the job description field:

```
<A HREF = "http://sacredheart.interviewexchange.com/candapply.jsp?JOBID=128308&jobboard=52" > </A>
```

To link to this job listing from HigherEd®,
copy-and-paste the following text within the Online Application Form field:

```
http://sacredheart.interviewexchange.com/candapply.jsp?JOBID=128308&jobboard=148
```

For all other sources, please contact customer service at Info@interviewexchange.com or use the code below:

Apply Link

```
<A HREF=http://sacredheart.interviewexchange.com/candapply.jsp?JOBID=128308 > Click Here to Apply</A>
```

Apply URL

```
http://sacredheart.interviewexchange.com/candapply.jsp?JOBID=128308
```

Posting URL

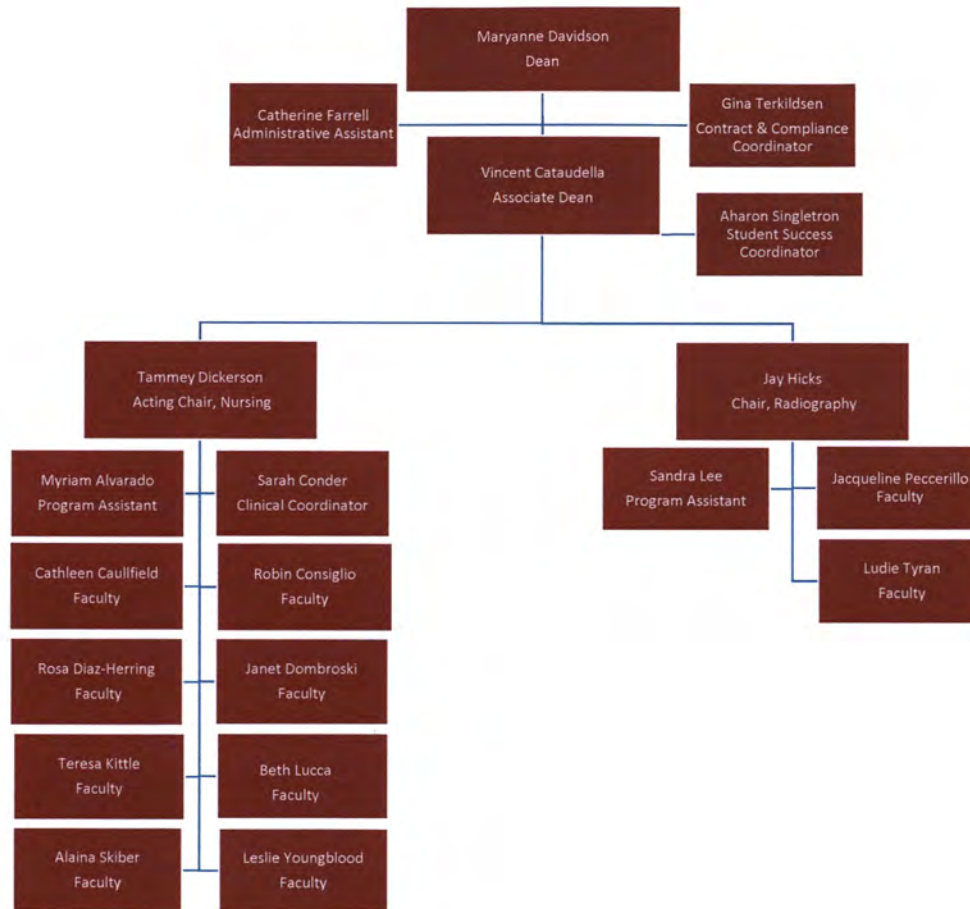
```
http://sacredheart.interviewexchange.com/jobofferdetails.jsp?JOBID=128308
```

Add Comments:

Attach: No file chosen

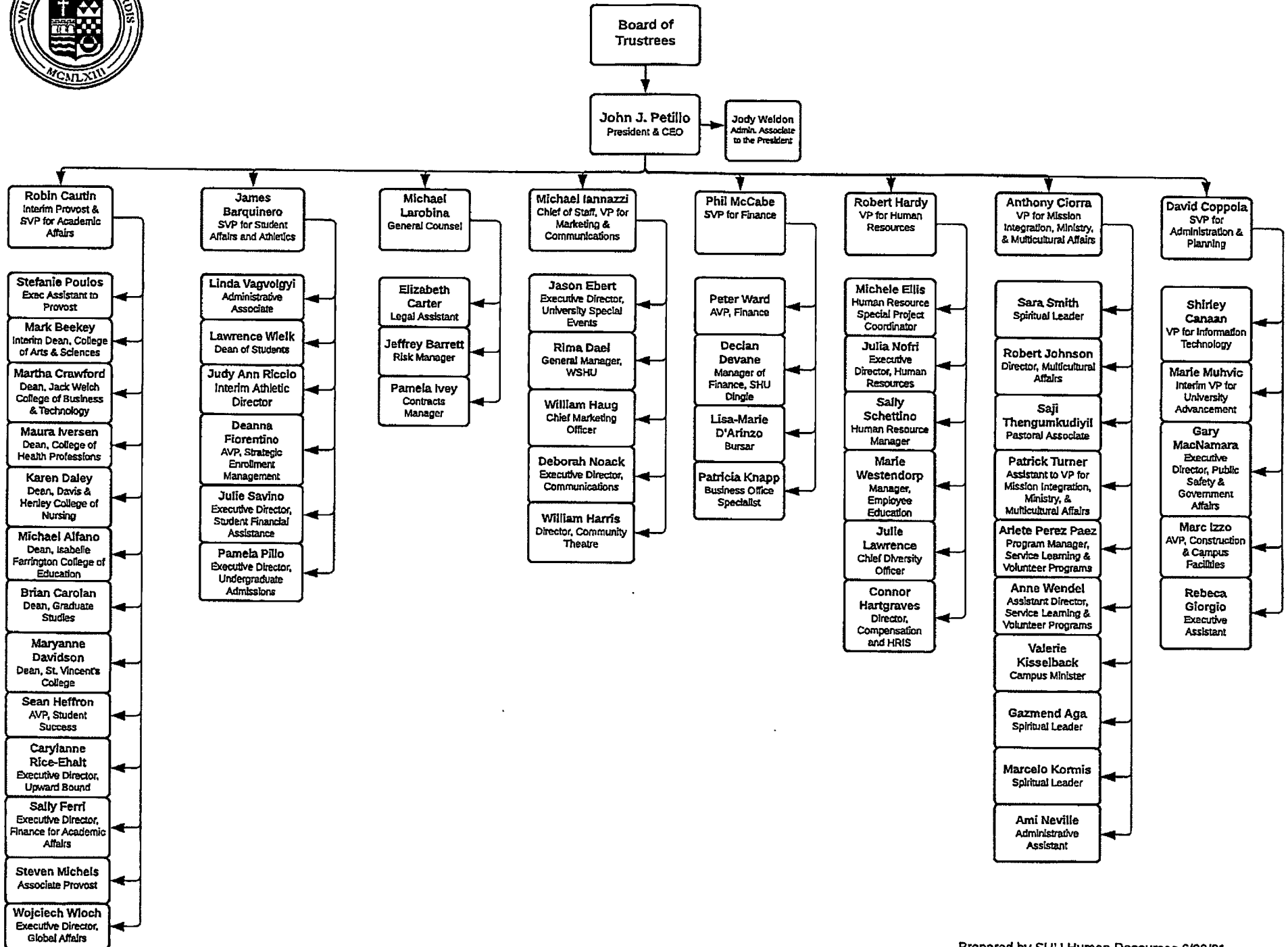
Submit

Sacred Heart University - St. Vincent's College Organization Chart





Sacred Heart University Organizational Chart



Tammey J. Dickerson MSN, CNL, RN
Southbury, CT [REDACTED]
tammeydickerson@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

WF = Withdrawal Pass
WF = Withdrawal Failure
AUD = Audit

* Greater Hartford
Community College
** Western Conn. State College
*** Mattatuck Community College
6/1/84
Date

Sister Dennis Marie

Signature of Director



CHAMBERLAIN
College of Nursing
Formerly DeWanna College of Nursing

Chamberlain College of Nursing OFFICE OF RECORDS
11830 Westline Industrial Drive TRANSCRIPT OF ACADEMIC RECORD
Suite 106
St. Louis, MO 63146
(888)556-8226
chamberlain.edu

Page: 1

Record of: Tammey J Dickerson
Current Name: Tammey J Dickerson
Date Issued: 09-AUG-2016
Date of Birth: [REDACTED]
Student ID: [REDACTED]

Issued To: Tammey Dickerson

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 16	Nursing Education Credits	36.00 ER	
CRSE 44	General Education Credits	44.00 TR	
	Hrs: 80.00 GPAr: 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 GPAr: 6.00 QPts: 24.00 GPA: 4.00			
Semester: Spring 2008			
Nursing - RN to BSN			
ENGL 135	Adv Composition	4.00 A	16.00
HUON 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 GPAr: 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 GPAr: 14.00 QPts: 56.00 GPA: 4.00			
Dean's List			
Semester: Fall 2008			
Nursing - RN to BSN			
ECOM 312	Prin of Econ	3.00 A	12.00
HUON 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 GPAr: 13.00 QPts: 52.00 GPA: 4.00			
Dean's List			
***** TRANSCRIPT TOTALS *****			
TOTAL INSTITUTION		Earned Hrs 48.00	GPA Hrs 48.00 Points 192.00 GPA 4.00
TOTAL TRANSFER		80.00	0.00 0.00 0.00
OVERALL		128.00	48.00 192.00 4.00
***** END OF TRANSCRIPT *****			

TJ 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 00825

Page: 1 of 2

SACRED HEART UNIVERSITY

Dr. Tammy J. Dickerman

07 Jul 2019

Student ID: [Redacted]
Birthdate: [Redacted]

Academic Level: Graduate

COURSE	Course Title	CRD	GRD	GRDPT
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	B	9.00
NU602	EVIDENCE BASED PRACTICE	3.00	A	12.00
NU588	THEORETICAL BASIS OF TEACHING	3.00	A	12.00
NU589	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 3 2010				
NU550	FAMILY&COMMON. CONTEXT FOR HC	3.00	A	12.00
Term	GPA 4.000 Credit 3.00	Grd Pts	12.00	
Cum	GPA 3.857 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. GOUTCOME ASSES	3.00	A	12.00
NU621	CARE MANAGEMENT&RESOURCES	3.00	A	12.00
NU553	ADVANCED PATHOPHYSIOLOGY	3.00	B+	9.99
Term	GPA 3.777 Credit 9.00	Grd Pts	33.99	
Cum	GPA 3.806 Credit 36.00	Grd Pts	137.01	

COURSE	Course Title	CRD	GRD	GRDPT
SUMMER 1 2011				
NU613	CNL ROLE IMMERSION PRACTICUM	3.00	A	12.00
Term	GPA 4.000 Credit 3.00	Grd Pts	12.00	
Cum	GPA 3.821 Credit 39.00	Grd Pts	149.01	
SUMMER 2 2011				
NU613	CNL 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	CAUSTONK1 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
Registrar

I certify the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, have been observed and that this information is not to be disclosed to a third party without the authorization of the student.



Sacred Heart University

5151 Park Avenue, Fairfield, CT 06825

Page: 2 of 2

SACRED HEART UNIVERSITY

Ms. Tamey 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
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Degree Received: MASTER OF NURSING on 08/2012
 Major: Nursing
 Concentration: Clinical Nurse Leader
 End of official record.

Hona Perrone

Registrar

In the presence of the Registrar and Privacy Act of 1974, I certify that this record was prepared and maintained in accordance with the provisions of the Act and that it is true and correct.

PHONE CALLS/SCOPE OF PRACTICE QUESTIONS SUMMARY – MONTH: July 2021 (49 calls)

Answered with or without written documents

APRNs 14 calls:

- 3-Request information on collaborative practice agreements. *Refer to the Department website, Practitioner Licensing and APRN Collaborative Agreements.*
- 4-Request a copy of the APRN scope of practice. *Refer to the Board of Examiners for Nursing (BOEN) website and the Connecticut (CT) Nurse Practice Act (NPA).*
- 2-Can an APRN certified in one practice area, practice in a “new” area with education, verification of competency and a collaborative agreement with a CT licensed physician in the “new” practice area? *Yes.*
- 3-APRN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*
- Can an APRN who is licensed in CT provide care and services to a patient that now resides in another state? *It would be up to the Board of Nursing for the state that the APPN wants to work in (possible Emergency Orders) so need to contact that State Board.*
- Graduate of an APRN program wants to know when & where she takes her “exam” to become an APRN. *Refer to the BOEN website and the Connecticut NPA, Sectio 20-94a as he/she needs to earn& maintain certification as a nurse practitioner from a national certifying body that certify nurses in advance practice & may want to discuss this topic with Nursing Program that he/she attended.*

RNs 12 calls:

- 3-Request a copy of the RN scope of practice. *Refer to the BOEN website and the Connecticut NPA.*
- 6-RN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*
- Can a RN prescribe medications? *No, refer to the BOEN website and the Connecticut NPA.*
- Can a RN perform patient physical medical examinations? *No, refer to the BOEN website and the Connecticut NPA.*
- Can a RN student administer controlled substances (call from a licensed CT hospital) *May want to discuss with the Nursing program and/or refer to the contract with the Nursing program. Please note that that Registered Nurse Instructor (from te Nursing program) is responsible and accountable for the health care delivered to patients by the students under his/her onsite direction/supervision in accordance with the Regulations specific to Nursing Education Programs.*

LPNs 11 calls:

- Request a copy of the LPN scope of practice. *Refer to the BOEN website and the Connecticut NPA.*
- 3-LPN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*

- Can an LPN work in a Medical Spa and complete cosmetic medical procedures? *No, refer to the Medical Spa Statute, Connecticut General Statutes, Chapter 368ll, Section 19a-903 c.*
- 4-Can an LPN complete a patient assessment? *No, the LPN can contribute objective and subjective data in an accurate and timely manner (please refer to the BOEN website and the Declaratory Ruling titled “Licensed Practical Nurse” and the CT NPA).*
- Can an LPN who is licensed in CT provide care and services to patients in another state? *It would be up to the Board of Nursing for the state that the LPN wants to work in (possible Emergency Orders) so need to contact that State Board.*
- A long-term care facility requesting information on a waiver for an LPN to work in the role of RN Supervisor (of the entire facility). *Refer the caller to the Facility Licensing & Investigations Section (FLIS) Manager- provided phone number & e-mail.*

ULAP No calls

Schools 2 calls:

- Quinnipiac University: Will be starting a “new” cohort in their approved accelerated BSN program, does that need to be approved by the BOEN? *It would need to be approved if that is classified as a “major curriculum change”.*
- Simmons University, Massachusetts: Does the BOEN or Department have oversight of post-licensure programs? *No.*

Guidelines/Other 10 calls:

- 6-In the process of setting up a Medical Spa requesting guidance. *Refer to the Medical Spa Statute, Connecticut General Statutes, Chapter 368ll, Section 19a-903 c.*
- 3- Request information on Certified Nursing Assistant programs in CT. *Refer to Department staff who works with the CNA programs in CT (provide e-mail address).*
- Request a copy of the Practice Act for an Occupational Therapist. *Refer to the Department’s website, Practitioner Licensing, Alphabetical list-select “O”, then Occupational Therapists and the Practice Act, Connecticut General Statutes, Chapter 376, is there.*

PHONE CALLS/SCOPE OF PRACTICE QUESTIONS SUMMARY – MONTH: August 2021 (74 calls)

Answered with or without written documents

APRNs 25 calls:

- 10-Request information on collaborative practice agreements. *Refer to the Department website, Practitioner Licensing and APRN Collaborative Agreements.*
- 5-Request a copy of the APRN scope of practice. *Refer to the Board of Examiners for Nursing (BOEN) website and the Connecticut (CT) Nurse Practice Act (NPA).*
- 2-Can an APRN certified in one practice area, practice in a “new” area with education, verification of competency and a collaborative agreement with a CT licensed physician in the “new” practice area? *Yes.*
- 5-APRN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*
- 2-CT licensed APRN asking if he can provide care & services in services to patients in another state? *It would be up to the Board of Nursing for the state that the APRN wants to work in (possible Emergency Orders) so need to contact that State Board.*
- Does the CT NPA provide the ages that a Certified Pediatric APRN can provide care & services to? *No, refer the caller to the BOEN website and the Connecticut NPA.*

RNs 9 calls:

- 4-Request a copy of the RN scope of practice. *Refer to the BOEN website and the Connecticut NPA.*
- 3-RN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*
- Can a School RN “delegate” the administration of medication via injection (not an Epi-Pen) when she is not present? *No, refer to the Regulations 10-212a-2 (e) Administration of medications as that refers to “In the absence of a licensed nurse, only principals and teachers who have been properly trained may administer medications to students. Principals and teachers may administer oral, topical or inhalant medications. Injectable medications may be administered by a principal or teacher only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.”*
- RN in a BSN program requesting information on the Connecticut BOEN. *Refer to the BOEN website and the Connecticut NPA (Sections 20-88, 20-90 and 20-99).*

LPNs 13 calls:

- 7-Request a copy of the LPN scope of practice. *Refer to the BOEN website and the Connecticut NPA.*
- 3-LPN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*
- 2-Can an LPN work in a Medical Spa and complete cosmetic medical procedures? *No, refer to the Medical Spa Statute, Connecticut General Statutes, Chapter 368ll, Section 19a-903 c.*

- Can an LPN complete a patient assessment? *No, the LPN can contribute objective and subjective data in an accurate and timely manner (please refer to the BOEN website and the Declaratory Ruling titled “Licensed Practical Nurse” and the CT NPA).*

ULAP 2 calls:

- 2-Request a copy of the scope of a Medical Assistant (MA). *As the Department does not license MA the Department cannot provide a scope but may want to refer to the BOEN website and the Declaratory Ruling of Delegation to ULAP.*

Schools 2 calls:

- Porter & Chester Institute (PCI): discuss a student that is a Certified Nursing Assistant requesting to have her employer “oversee” clinical experiences to count as “clinical hours” as a student in the PCI Practical Nursing Program. *There are many considerations including PCI would need to have an agreement/contract with the clinical location/employer, the employer’s nurse would need to be qualified & appointed as a faculty member so that he/she would be informed about the student clinical objectives, be able to provide information on the student performance, etc...*
- University of St. Augustine for Health Sciences located in California, Texas, and Florida, does the BOEN or Department have oversight of post-licensure programs? *No.*

Guidelines/Other 23 calls:

- 11-In the process of setting up a Medical Spa requesting guidance. *Refer to the Medical Spa Statute, Connecticut General Statutes, Chapter 368ll, Section 19a-903 c.*
- 5-Request information on Certified Nursing Assistant programs in CT. *Refer to Department staff who works with the CNA programs in CT (provide e-mail address).*
- 2-Caller requesting information on how to start a licensed home health care agency. *Refer to a Supervisor in the Facility Licensing & Investigations Section (FLIS).*
- Caller looking to set up a licensed employment agency (to include nurses). *Refer to the Department of Labor.*
- Nursing student complaint about program issues. *Refer to the school policy & procedure for grievances to submit a grievance (to the school), discuss the Public Forum portion of each BOEN meeting (may want to participate) and may want to send a complaint to the Office of Higher Education.*
- 3-NCSBN surveys- preceptor level of education, simulation regulations & nurse monitoring.

**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. **This Order supersedes, and replaces in its entirety, the Memorandum of Decision dated April 21, 2021.** 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. Within 12 months of the effective date of this Order, and barring any circumstances not within his control, 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.N.(s).
 - 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 September 2021.

BOARD OF EXAMINERS FOR NURSING

By _____
Patricia C. Bouffard, D.N.Sc., Chair

**STATE OF CONNECTICUT
BOARD OF EXAMINERS FOR NURSING**

Kimberly Lemire, R.N.
License No. 155761

Petition No. 2019-1237

AMENDED MEMORANDUM OF DECISION

I

Procedural Background

On May 7, 2020, the Department of Public Health ("Department") filed a Statement of Charges ("Charges") with the Board of Examiners for Nursing ("Board"). Board ("Bd.") Exhibit ("Ex.") 1. The Charges allege violations of Chapter 378 of the General Statutes of Connecticut ("Conn. Gen. Stat.") by Kimberly Lemire ("Respondent"), which would subject Respondent's registered nurse ("R.N.") license no. 155761 to disciplinary action pursuant to Conn. Gen. Stat. § 19a-17 and §§ 20-99(b)(2), 20-99(b)(6) and/or 20-99(b)(7).

On May 20, 2020, the Department filed a Motion for Summary Suspension Order ("Motion") regarding Respondent's practice and the active status of her R.N. license. Bd. Ex. 2. Based on the allegations in the Charges and the affidavits and reports accompanying the Motion, the Board found that Respondent's continued nursing practice presented a clear and immediate danger to public health and safety and on the same date, ordered pursuant to Conn. Gen. Stat. § 4-182(c) and § 19a-17(c), that Respondent's license be summarily suspended pending a final determination by the Board of the allegations contained in the Charges ("Summary Suspension Order"). Bd. Ex. 2.

On May 22, 2020, the Charges, Notice of Hearing ("Notice") and Summary Suspension Order were mailed to Respondent, by certified and first-class mail to her address of record on file with the Department—46 Reservoir Road, Pascoag, RI 02859. Bd. Ex. 3. On June 1, 2020, the United States Postal Service's tracking records document that a delivery attempt of the certified mail was unsuccessful and was returned to the Pascoag post office for redelivery or pickup. Bd. Ex. 40. Also, on May 22, 2020, the Charges, Notice, and Summary Suspension Order were transmitted to Respondent via her email address at kimberly.lemire@yahoo.com.

The hearing was held on June 17, 2020. Respondent was present at the hearing but was not represented by legal counsel. Attorney Joelle Newton represented the Department.

Inasmuch as Respondent did not answer the Charges within 14 days from the date of the Notice, Attorney Newton orally moved to deem the allegations admitted. Transcript (“Tr.”) p. 5. The Board denied the Department’s motion (Tr. pp. 5-6) and Respondent orally answered the Charges on the record. Tr. pp. 6-11.

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 Pascoag, RI¹, and has been at all times, as referenced in the Charges, the holder of Connecticut R.N. license number 155761.

2. In paragraph 2 of the Charges, the Department alleges that on various occasions between October 2018 and April 2019, while practicing nursing at Mount St. Rita Health Centre, Cumberland, Rhode Island,² Respondent:
 - a. failed to document completely, properly and/or accurately medical or hospital records, including, but not limited to, documenting withdrawal of controlled substance medications without corresponding documentation of administration and/or documenting the waste of controlled substances without a witness’s co-signatures;
 - b. failed to administer and/or document properly the administration of controlled substance medications to patients;
 - c. failed to waste controlled substance medications properly; and/or
 - d. falsified, maintained and/or improperly documented one or more Controlled Substance Disposition Records (“CSDR”).

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¹ The Charges erroneously listed Watertown, CT as Respondent’s address. Respondent testified that she has never lived in CT. Tr. pp. 6-7.

² There is no evidence in the record that the allegations contained in the Charges pertaining to Respondent’s licensure and employment in Rhode Island facilities were subjected to any disciplinary action by Rhode Island’s duly authorized professional disciplinary agency. As such, the Board has no jurisdiction to take disciplinary action on Respondent’s Connecticut nursing license based on the alleged conduct in Rhode Island. Therefore, the allegations concerning Respondent’s nursing practice in RI facilities are dismissed and are not considered by the Board.

3. In paragraph 3 of the Charges, the Department alleges that on various occasions in September and/or October 2019, while practicing nursing at Bayview Health Care Center, Waterford, CT, Respondent:
 - a. failed to document completely, properly and/or accurately medical or hospital records;
 - b. failed to safeguard controlled substance medications appropriately in the medication cart; and/or
 - c. falsified, maintained and/or improperly documented one or more CSDRs.

4. In paragraph 4 of the Charges, the Department alleges that on various occasions between October and December 2018, while practicing nursing at Pine Grove Healthcare Center in Pascoag, RI,³ Respondent:
 - a. denied a patient pain medication after said patient reported that he was in pain and requested pain medication;
 - b. diverted Oxycodone from hospital stock;
 - c. failed to administer and/or document administration properly of controlled substances to patients;
 - d. falsified, maintained and/or improperly documented one or more CSDRs; and/or
 - e. failed to waste controlled substances properly.

5. In paragraph 5 of the Charges, the Department alleges that on various occasions between July 2017 and October 2018, while practicing nursing at Overlook Healthcare Center, Pascoag, RI⁴ Respondent:
 - a. failed to waste controlled substances properly;
 - b. falsified, maintained and/or documented one or more CSDRs improperly;
 - c. failed to waste controlled substances properly.

6. In paragraph 6 of the Charges, the Department alleges that on various occasions between October and November 2019, while practicing nursing at Villa Maria Nursing and Rehabilitation Center, in Plainville, CT, Respondent:
 - a. failed to administer and/or document properly administration of controlled substances to patients;
 - b. falsified, maintained and/or documented improperly one or more CSDRs;
 - c. failed to waste controlled substances properly;
 - d. failed to safeguard controlled substance medications appropriately; and/or
 - e. falsified a CSDR by signing another person's name as a witness to wasting controlled substance medication ("waste") when, in fact, the person whose name was signed did not witness the waste.

7. In paragraph 7 of the Charges, the Department alleges that in January 2020, while practicing nursing at Three Rivers Healthcare, in Norwich, CT, Respondent:
 - a. failed to safeguard controlled substance medications appropriately; and/or
 - b. falsified, maintained and/or documented one or more CSDRs improperly.

³ See, footnote no. 2.

⁴ See, footnote no. 2.

8. In paragraph 8 of the Charges, the Department allege that Respondent's practice of nursing falls below the standard of care in one or more of the following ways, including, but not limited to, practicing nursing in a substandard and/or careless manner.
9. In paragraph 9 of the Charges, the Department alleges that the above facts constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 20-99(b)(2), 20-99(b)(6) and/or 20-99(b)(7).

III

Findings of Fact

1. Respondent of Watertown, CT ⁵, has been at all times, as referenced in the Charges, the holder of Connecticut R.N. license number 155761. Tr. pp. 6-7.
2. On various occasions in September and/or October 2019, while practicing nursing at Bayview Health Care Center, Waterford, CT, Respondent:
 - a. failed to document completely, properly and/or accurately medical or hospital records;
 - b. to safeguard controlled substance medications appropriately in the medication cart; and/or
 - c. falsified, maintained and/or improperly documented one or more CSDRs.Dept. Ex. 1, pp. 3-4, 7-8, 61-64.
3. On various occasions between October and November 2019, while practicing nursing at Villa Maria Nursing and Rehabilitation Center, in Plainville, CT, Respondent:
 - a. failed to administer and/or document properly administration of controlled substances to patients;
 - b. falsified, maintained and/or documented improperly one or more CSDRs;
 - c. failed to waste controlled substances properly;
 - d. failed to safeguard controlled substance medications appropriately; and/or
 - e. falsified a CSDR by signing another person's name as a witness to wasting controlled substance medication ("waste") when, in fact, the person whose name was signed did not witness the waste.Dept. Ex. 1, pp. 8-11.
4. In January 2020, while practicing nursing at Three Rivers Healthcare, in Norwich, CT, Respondent:
 - a. failed to safeguard controlled substance medications appropriately; and/or
 - b. falsified, maintained and/or documented one or more CSDRs improperly.Dept Ex.1, pp. 12-13 32-33.
5. Respondent's practice of nursing falls below the standard of care in one or more of the following ways, including, but not limited to, practicing nursing in a substandard and/or careless manner.

⁵ The Charges erroneously listed Watertown, CT as Respondent's address. Respondent testified that she has never lived in CT and that she lives in Pascoag, RI. Tr. pp. 6-7.

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).

The Department sustained its burden of proof with regard to all of the allegations contained in the Charges.⁶ Findings of Fact (“FF”) 1-5.

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; . . . (6) fraud or material deception in the course of professional services or activities; (7) willful falsification of entries in any hospital, patient or other record pertaining to drugs, the results of which are detrimental to the health of a patient;

Respondent denied all of the allegations in the Charges. Tr. pp. 6-11. However, despite Respondent’s denials, the Department established by a preponderance of the evidence that Respondent’s conduct failed to conform to the accepted standards of the nursing profession in one or more ways, as discussed below.⁷

With respect to the allegations contained in paragraph 3 of the Charges, the Department sustained its burden of proof. The Department established by a preponderance of the evidence that on various occasions between September and/or October 2019, while practicing nursing at Bayview Health Care Center in Waterford, Connecticut (“Bayview”), Respondent failed to conform to the accepted standards of the nursing profession. The record establishes that on September 18, 2019, Respondent began her employment at Bayview; and, on September 23, 2019, Respondent was given unsupervised access to controlled substances in the Niantic Bay Nursing Unit at Bayview. On October 2, 2019, three blister cards of controlled substances (hydrocodone/acetaminophen and oxycodone) along with the corresponding CSDRs were discovered missing when there was a shift change. Dept. Ex. 1, pp. 3-4, 7, 61. After

⁶ See footnote 2.

⁷ As stated in footnote 2, the allegations contained in paragraphs 2, 4, 5 of the Charges are dismissed and, therefore, are not considered in this discussion.

Respondent's last scheduled shift on October 2, 2019, there were no more missing blister cards. Dept. Ex. 1, p. 4.

With respect to the allegations contained in paragraph 6 of the Charges, the Department sustained its burden of proof. The Department established by a preponderance of the evidence that on various occasions between October and November 2019, while practicing nursing at Villa Maria Nursing and Rehabilitation Center, in Plainville, Connecticut ("Villa Maria"), Respondent failed to conform to the accepted standards of nursing. On October 14, 2019, the Director of Nursing hired Respondent to work at Villa Maria. On November 11, 2019, Respondent worked a double shift, starting with the third shift on November 11, 2019 and ending after the first shift on November 12, 2019. On November 26, 2019, a licensed practical nurse discovered that her name was forged as a witness to Respondent's wasting an oxycodone pill on November 11, 2019. Dept. Ex. 1, p. 8. On November 26, 2019, the Director of Nursing placed Respondent on suspension because at least 26 tablets of an oxycodone prescription that was filled on November 24, 2019 were missing. Dept. Ex. 1, p. 9.

With respect to the allegations contained in paragraph 7 of the Charges, the Department sustained its burden of proof. The Department established by a preponderance of the evidence that from the third shift on January 21, 2020 through the first shift on January 22, 2020, Respondent worked at the Three Rivers Healthcare in Norwich, Connecticut ("Three Rivers"). Dept. Ex. 1, pp. 12-13, 33. On January 22, 2020, Respondent signed for a prescription of 30 oxycontin tablets. Dept. Ex. 1, p. 13. On January 24, 2020, a new resident was admitted for which oxycontin was prescribed. Dept. Ex. 1, pp. 13, 32. The oxycontin tablets could not be located. Dept. Ex. 1, pp. 13, 32-33. On January 27, 2020, prescriptions for oxycodone and hydrocodone were missing. Dept. Ex. 1, p. 32. On January 28, 2020, the Director of Nursing discovered that all 30 oxycontin tablets that were received on January 22, 2020 were missing. All corresponding documentation pertaining to these prescriptions were also missing. Dept. Ex. 1, p. 13.

The Department established by a preponderance of the evidence that Respondent's practice of nursing falls below the standard of care in one or more ways, including, but not limited to practicing nursing in a substandard and/or careless manner. Thus, the Board concludes that Respondent's conduct, as alleged in the Charges and constitutes grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 20-99(b)(2), (6) and (7), and § 19a-17.

Order

Based upon the record in this case, the above findings of fact and the conclusions of law, and pursuant to the authority vested in it by Conn. Gen. Stat. §§ 19a-17 and 20-99, the Board finds that the misconduct alleged and proven in Petition No. 2019-1237 is severable and that each allegation of misconduct alleged and proven warrants the disciplinary action imposed by this order.

1. Respondent's registered nurse license number 155761 shall be placed on probation for a period of one year under the following terms and conditions. If any of the conditions of probation are not met, Respondent's registered nurse 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 for the period of probation.
 - 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 successfully complete coursework, pre-approved by the Department and at her own expense, in medication administration and documentation and scope of practice. This required coursework shall be completed within the first six months of the probationary period. Respondent shall provide proof to the satisfaction of the Board of her successful completion of the course within 30 days of completion of each course.
 - E. In the event Respondent does not practice nursing for periods of 30 consecutive days or longer, she 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. During such time period, Respondent shall not be responsible for complying with the terms of probation of this Order. In the event Respondent resumes the practice of nursing, she shall provide the Department with 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 may require additional documentation and/or require Respondent to satisfy other conditions or terms as a condition precedent to Respondent's return to practice. Any return to the practice of nursing without written pre-approval from the Department shall constitute a violation of the Order and subject Respondent to further disciplinary action.

- F. In the event that during the period of probation, Respondent practices nursing outside of Connecticut, Respondent shall provide written notice to the Department. During such time, Respondent shall not be responsible for complying with the terms of probation required by the Order, and such time shall not be counted in reducing the probationary period. Respondent may comply with the terms of probation while practicing outside of Connecticut if pre-approved in writing by the Department. If Respondent intends to return to the practice of nursing in Connecticut, Respondent shall provide the Department with 30 days prior written notice and agrees to comply with all other terms and conditions of the Order.

This Order is effective on the date it is signed by the Board.

The Board hereby informs Respondent, Kimberly Lemire, and the Department of this decision.

Dated at Waterbury, Connecticut this _____ day of September, 2021.

BOARD OF EXAMINERS FOR NURSING

By _____
Patricia C. Bouffard, D.N.Sc., Chair

MEMORANDUM

TO: Connecticut Board of Examiners for Nursing

FROM: Dana Dalton, RN
Supervising Nurse Consultant

Date: September 15, 2021

RE: Samantha Angelini
Profession: RN

Lic. Exp. Date: 10/31/2016

Petition Number: 2021-758

TOPIC: REINSTATEMENT REQUEST

1. The respondent was licensed as an RN on 9/3/1991.
2. On 4/18/17 respondent signed a Voluntary Agreement to not Renew or Reinstatement (VANR) her license following a referral from DCP.
3. The respondent last worked as a nurse at Sharon Hospital on 10/8/15.
4. The respondent re-applied for her RN license and provided the Department supporting documentation of her sobriety.
5. The respondent provided documentation of completion of the CT League of Nursing RN Refresher Course on 7/5/21.

The Department is recommending a Reinstatement Consent Order with standard language and the following terms:

- NCLEX
- 4 years probation
 - Engage in therapy and counseling with monthly therapy reports for the 1st and 4th years and quarterly reports for the 2nd and 3rd years
 - Weekly random urine screens for the 1st and 4th years and twice monthly for the 2nd and 3rd years
 - No homecare or self-employment
 - 1 year narcotic key restriction
 - Monthly employer reports the 1st and 4th years and quarterly reports for the 2nd and 3rd years
 - Participation in support groups

I have been working hard on building and practicing my nursing skills. I am currently enrolled in the phlebotomy course at Naugatuck Valley Community College where I am learning to do blood draws, finger sticks, and collecting urine samples. I will be doing my clinical rotation at Danbury hospital in May of 2021. The course has kept me up to date on changes in the medical field. I practice my critical thinking and reasoning skills by being aware of my surroundings and protocol. I've had additional training on HIPPA, proper identification of the patient, medication terminology and proper documentation. I have been employed by Allied for the last two years as a home healthcare aid. I work about 25 hours a week with a client who needs daily assistance. I assist her with her ADL's, time management, medical appointments, case management and daily tasks around the house. I prompt the client to take her medication daily and assist with setting up medical appointments.

I lost my license in May of 2020 due to non-compliance with random urine screens. I was having financial issues due to a loss of income. My ex-husband passed away, leaving me with a home to pay for. I had to pay for my mortgage, utilities and basic needs and could not afford to pay for the out of pocket urine screens. I did not have any supports emotionally, and financially. At the time of losing my license I was actively engaged in the Soboxone program at Cornell Scott Hill Health Center. I had weekly counseling sessions, random urines and monthly meetings with the doctor. I was participating in AA meetings close to my home. In November of 2020 I had a hearing for noncompliance, however I did not have any transportation to attend the hearing and missed it. Due to my financial stressors, I did not have the income necessary to register my car, therefore not having a reliable vehicle. With limited to no support, I did not have anyone to turn to for a ride. During this meeting, there was a second meeting scheduled to terminate my license. This meeting was set for May of 2020, where I lost my license. I tried to explain the circumstance, however the decision was still made final to terminate my license.

Since then, I have been working endlessly to get my license back. I am still actively engaged in the Soboxone program at Cornell Scott Hill Health Center. I am currently working with an employment specialist on my resume, and employment opportunities. Due to pandemic, things over the last year have been far from normal. AA meetings were cancelled, my sessions were over the phone, and every shift at work was scary due to daily close contact with people. However, I was considered essential and my job still needed to be done. My client still needed me there for her. I felt proud that I could make a difference in someone's life in such a scary time. I put my own fear aside and showed up for each shift ready for what was ahead. I made a mistake that cost me everything. My good name, my employment and my self-esteem. However, I am fighting hard to get it all back. This entire situation has changed me, made me stronger and a better person. I now understand that scope of my actions and will work hard to get back what I once had.

Tommy L. Piccirillo

6/4/21

Tommy L. Piccirillo 2019-839

TAMMY PICCIRILLO

12 Elm Street, Seymour, CT 06483 · (203)828-8722

Tpiccirillo50@gmail.com

A healthcare professional with years of experience seeking a position as a phlebotomist in a facility where my knowledge and experience can be utilized as well as enhanced.

EXPERIENCE

10/2013 – 04/2019

LPN, SHADY KNOLL HEALTH CARE FACILITY

Patient care/wound care, Nursing Supervisor, 6 years as charge nurse in nursing home setting.

04/2007 – 04/2017

COMMUNITY LIVING STAFF/ILST, GOODWILL INDUSTRIES

Provide instruction and support to clients with disabilities living independently in the community.

Assisted clients with daily living skills and encouraged social experiences.

Maintained all documentation and licenses required.

EDUCATION

2020-2021

PHLEBOTOMY TECHNICIAN, NAUGATUCK COMMUNITY COLLEGE

GPA-3.50- Blood Sample Skills

Medical Terminology

Infection control

2011- 2012

NURSING, LINCOLN TECHNICAL INSTITUTE

Graduated with high honors- GPA- 3.64

CPR and First Aid certified

Community living support staff certification

Independent living skill trainer

SKILLS

- Vitals, First Aid, Wound Care
- Communication Skills
- Microsoft Office
- Interpersonal Skills
- Leadership Skills
- Medical Record Keeping

ACTIVITIES

- Vital signs, administered personal care, aided with daily living activities, performed active/passive range of motion exercises with clients.
- Medication administration of oral, ocular, topical, subcutaneous, and intradermal injections, nebulizer treatments as well as medications delivered by peg-tube, glucose monitoring and insulin administration, IV therapy.
- Patient teaching, client physical/psychosocial assessment, implementation of existing care plans.

Naugatuck Valley Community College

Tammy Piccirillo

has successfully met the educational requirements for

PHLEBOTOMY TECHNICIAN

with the completion of 200 hours of instruction in the following courses:

- *Basic Life Support*
- *Basic Math for Health Care*
- *Career Readiness*
- *Customer Service & Communication in Health Care*
- *Computers in Health Care*
- *Lab Safety*
- *Medical Terminology*
- *Patient Confidentiality*
- *Phlebotomy*
- *Phlebotomy Clinical*

and is therefore awarded this certificate at Waterbury, Connecticut
on this 28th of May in the year 2021.

Sharon Lutkus

Sharon Lutkus - 120108/2181
Long Learning Program Coordinator

STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

PUBLIC HEALTH HEARING OFFICE

May 22, 2020

Tammy Picirillo
12 Elm Street
Seymour, CT 06483

**VIA EMAIL (tpicirillo50@gmail.com)
and First Class Mail**

Brittany Allen, Staff Attorney
Department of Public Health
410 Capitol Avenue, MS #12LEG
PO Box 340308
Hartford, CT 06134-0308

VIA EMAIL

RE: Tammy Picirillo - LPN - Petition No. 2019-839

Dear Ms. Picirillo

Enclosed please find the Memorandum of Decision issued by the **Board of Examiners for Nursing** in the above-referenced matter.

Sincerely,

Jeffrey A. Kardys

Jeffrey A. Kardys
Administrative Hearings Specialist/Board Liaison
Public Health Hearing Office

c: Susan Castonguay, Assistant Attorney General, Office of the Attorney General
Barbara Cass, Branch Chief, HCS
Christian Andresen, Section Chief, Practitioner Licensing and Investigations, DPH
Deborah Brown, Health Program Assistant, Department of Public Health
Lavita Sookram, RN, DPH Monitoring Unit



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**STATE OF CONNECTICUT
BOARD OF EXAMINERS FOR NURSING**

Tammy Piccirillo, L.P.N.
License No. 037336

Petition No. 2019-839

MEMORANDUM OF DECISION

I

Procedural Background

On August 5, 2019, the Department of Public Health ("Department") filed a Statement of Charges ("Charges") with the Board of Examiners for Nursing ("Board"). Board ("Bd.") Exhibit ("Ex.") 3. On that date, the Department also filed a Motion for Summary Suspension ("Motion") with the Board. Bd. Ex. 1. The Charges allege violations of Chapter 378 of the General Statutes of Connecticut ("Conn. Gen. Stat.") by Tammy Piccirillo ("Respondent"), which would subject Respondent's licensed practical nurse ("L.P.N.") license to disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99(b).

Based on the allegations in the Charges, the Board found that Respondent's continued nursing practice presented a clear and immediate danger to public health and safety. Accordingly, on August 14, 2019, pursuant to Conn. Gen. Stat. § 4-182(c) and § 19a-17(c), the Board ordered that Respondent's L.P.N. license be summarily suspended pending a final determination by the Board of the allegations contained in the Charges ("Summary Suspension Order.") Bd. Ex. 2.

On August 15, 2019, the Department mailed the Summary Suspension Order, Charges, and Notice of Hearing ("Notice") by first class and certified mail to Respondent's address of record, 12 Elm Street, Seymour, CT, and to her email address at tpiccirillo50@gmail.com. Bd. Ex. 4. The Notice informed that a hearing had been scheduled for September 18, 2019.

On August 17, 2019, the tracking records of the United States Postal Service ("USPS") indicated that the correspondence was left with an individual at the Seymour address. Bd. Ex. 5.

On September 11, 2019, Respondent emailed the Department requesting a continuance of the September 18, 2019 hearing. Without objection from the Department, the Board granted Respondent's request and the hearing was continued to November 20, 2019. Bd. Ex. 6. Subsequently, the Department sent written notification of the continued hearing date via certified

mail and first-class mail to Respondent's address of record and to Respondent's email address. The certified mail was delivered to the Respondent on September 13, 2019.

On October 7, 2019, the certified mail that had been delivered to Respondent's address of record on September 13, 2019 was returned to the Department. The certified mailing was stamped "return to sender," "unclaimed," and "unable to forward." Bd. Ex. 7. The first-class mail was not returned and there is no evidence in the record that the Department's electronic transmission sent to Respondent's email address was not successfully completed.

On November 20, 2019, the Board held the hearing. Respondent was not present at the hearing and was not represented by an attorney. Tr. p. 2. Attorney Brittany Allen represented the Department. *Id.*

Respondent did not file an Answer to the Charges within 14 days of her receipt of the Notice. Due to Respondent's failure to timely file an Answer to the Charges, Attorney Allen orally moved on the record to deem the allegations admitted ("Motion to Deem"). Tr. p. 5. Based on the evidence that Respondent had previously communicated with the Department via email and given that the first-class mail informing Respondent of the rescheduled hearing date was not returned, the Board determined that Respondent was properly served. Attorney Allen's Motion was granted. Tr. pp. 5-6.

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 Seymour, Connecticut is, and has been at all times, as referenced in the Charges, the holder of Connecticut L.P.N. license number 037336. Bd. Ex. 3.
2. In paragraph 2 of the Charges, the Department alleges that on May 15, 2019, the Board approved a Consent Order in Petition No. 2018-684 that placed Respondent's license on probation for four years. Such disciplinary action was based on Respondent's abuse and/or utilization of opiates to excess. Bd. Ex. 3.

3. In paragraph 3 of the Charges, the Department alleges that said Consent Order specifically provided that Respondent shall submit to random urine screens which shall be negative for the presence of alcohol and drugs. Bd. Ex. 3.
4. In paragraph 4 of the Charges, the Department alleges Respondent has not submitted for random urine screens in accordance with the terms of probation.
5. In paragraph 5 of the Charges, the Department alleges that Respondent's conduct as described above constitutes a violation of the terms of probation as set forth in the May 15, 2019 Consent Order, and subjects Respondent's license to revocation or other disciplinary action authorized by Conn. Gen. Stat. §§ 19a-17 and 20-99(b).

III

Findings of Fact

1. Respondent, of Seymour, Connecticut, is, and has been at all times, as referenced in the Charges, the holder of Connecticut L.P.N. license number 037336. Bd. Ex. 3
2. On May 15, 2019, the Board approved a Consent Order in Petition No. 2018-684 that placed Respondent's license on probation for four years. Such disciplinary action was based upon Respondent's abuse and/or utilization of opiates to excess. Bd. Ex. 3.
3. Said Consent Order specifically provided that Respondent shall submit to random urine screens which shall be negative for the presence of alcohol and drugs. Bd. Ex. 3.
4. Respondent has not submitted for random urine screens in accordance with the terms of probation. Bd. Ex. 3.
5. On August 15, 2019, the Department mailed the Summary Suspension Order, Charges, and Notice by first class and certified mail to Respondent's address of record, 12 Elm Street, Seymour, CT, and to her email address at tpiccirillo50@gmail.com. Bd. Ex. 4.
6. On August 17, 2019, the USPS left the correspondence with an individual at the Respondent's Seymour address. Bd. Ex. 5.
7. On September 11, 2019, Respondent requested a continuance of the hearing which had been scheduled for September 18, 2019. The Board granted Respondent's request and the hearing was continued to November 20, 2019. Bd. Ex. 6.
8. The Department sent written notification of the continued hearing date via certified mail and first-class mail to Respondent's address of record and to Respondent's email address. The certified mail was delivered to Respondent on September 13, 2019. Bd. Ex. 7.
9. On October 7, 2019, the certified mail that had been delivered to Respondent's address of record on September 13, 2019 was returned to the Department. The certified mailing was

stamped “return to sender,” “unclaimed,” and “unable to forward.” Bd. Ex. 7. The first-class mail was not returned and there is no evidence in the record that Respondent did not receive the correspondence via her email address. *Id.*

10. The Department provided Respondent with reasonable and adequate written notice of the hearing and the allegations contained in the Charges. Tr. p. 5.
11. Respondent failed to appear for the hearing and did not request a second continuance. Tr. p. 5.
12. The factual allegations contained in paragraphs 1 through 4 of the Charges are deemed admitted and true. Tr. pp. 5-6.

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).

The Department sustained its burden of proof with respect to all of the allegations contained in the Charges.

Conn. Gen. Stat. § 20-99 (a) provides, in pertinent part,:

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. . . .

Conn. Gen. Stat. § 20-99(b) sets forth specific conduct which fails to conform to the accepted standards of the nursing profession and makes clear that nonconforming conduct is not limited to the behavior identified in the subsection. Pursuant to Conn. Gen. Stat. § 19a-17(a), the Board is authorized to impose discipline on a license upon the finding of good cause.

Since Respondent did not file an Answer to the Charges, the allegations are deemed admitted and true. *See*, Conn. State Agencies § 19a-9-20. The record establishes that on May 15, 2019, the Board approved a Consent Order in Petition No. 2018-684 that placed Respondent's license on probation for four years. Such disciplinary action was based upon Respondent's abuse and/or utilization of opiates to excess. FF 2. The Consent Order specifically required Respondent to submit to random urine screens and the results of those screens be negative for the presence of alcohol and drugs. FF 3. The record establishes that

Respondent has not submitted to random urine screens in accordance with the probationary terms of the Consent Order. FF 4.

Based on Respondent's noncompliance with the terms of the Consent Order, the Board finds that such violation constitutes good cause for the Board to discipline her license.

Therefore, the Board concludes that Respondent's above-described conduct, as deemed to be admitted and true, constitutes grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 20-99(b) and 19a-17.¹ Based on the totality of the evidence, revocation of Respondent's license is deemed an appropriate remedy.

V

Order

Based on the record in this case, the above findings of fact and conclusions of law, the Board hereby orders that Tammy Piccirillo's license number 037336 to practice as a licensed practical nurse is hereby revoked.

This Order is effective on the date it is signed by the Board.

The Board hereby informs Respondent, Tammy Piccirillo, and the Department of this Decision.

Dated at Hartford, Connecticut this 20th day of May 2020.

BOARD OF EXAMINERS FOR NURSING

By Patricia C. Bouffard D.N.Sc.
Patricia C. Bouffard, D.N.Sc., Chair

¹ Pursuant to Conn. Gen. Stat. § 19a-17, the Board may impose disciplinary action, as set forth in the Statute, upon a finding of the existence of good cause.

CERTIFICATION

I hereby certify that, pursuant to Connecticut General Statutes § 4-180(c), a copy of the foregoing Memorandum of Decision was sent this 22 day of MAY 2020, by first class mail and email to:

Tammy Picirillo
12 Elm Street
Seymour, CT 06483

VIA EMAIL (tpicirillo50@gmail.com)

and via email to:

Brittany Allen, Staff Attorney
Office of Legal Compliance
Department of Public Health
410 Capitol Avenue, MS #12LEG
Hartford, CT 06134-0308

Jeffrey A. Kardys

Jeffrey A. Kardys
Administrative Hearings Specialist
Department of Public Health
Public Health Hearing Office

SUMMARY SUSPENSION COVER SHEET

In re: Amy L. Saunders, LPN

Petition No. 2021-518

1. Amy L. Saunders of Naugatuck, Connecticut (hereinafter "respondent") was issued license number 031466 to practice as a licensed practical nurse on September 26, 2005.
2. Respondent graduated from New England Technical Institute in 2005.
3. On April 21, 2021, the Board of Examiners for Nursing ("the Board") ordered a Consent Order in Petition Number 2019-619 ("the Order") that placed respondent's nursing license on probation for a period of one year. Such disciplinary action was based, in part, upon allegations that respondent provided a single dose of Zofran to a patient without a physician's order; respondent took twice the amount of a prescribed controlled substance while on duty in December 2018 and was sent home sick due to her sluggish behavior; and in or about August 2019, respondent utilized marijuana.
4. The Order specifically provided that respondent: engage in therapy and counseling with a licensed therapist, approved by the Department; cause her therapist to provide quarterly written reports to the Department; submit to observed, random chain of custody urine screens for alcohol and drugs, at a testing facility approved by the Department; submit to at least one such urine screen on a monthly basis during her probation and have laboratory reports of random alcohol and drug screens submitted directly to the Department; and complete coursework in Professional Ethics and Boundaries within the first three months of the probationary period.
5. Respondent failed to: engage in therapy and counseling with a licensed therapist, approved by the Department; cause her therapist to provide quarterly report(s) to the Department; engage the services of a screening monitor; submit to observed, random chain of custody urine screens for alcohol and drugs and have laboratory reports of urine screens for alcohol and drugs submitted directly to the Department; and complete coursework in Professional Ethics and Boundaries.
6. For the foregoing reasons, the Department believes that respondent's continued practice as a licensed practical 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.

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**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Amy L. Saunders, LPN

Petition No. 2021-518

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health ("the Department") hereby moves in accordance with the Connecticut General Statutes §§4-182(c) and 19a-17(c) that the Connecticut Board of Examiners for Nursing summarily suspend the license of Amy L. Saunders 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 Amy L. Saunders represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 2nd day of September, 2021.



Christian D. Andresen, MPH, 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: Amy L. Saunders, LPN

Petition No. 2021-518

STATEMENT OF CHARGES

Pursuant to Connecticut General Statutes, §§19a-10 and 19a-14, the Department of Public Health ("the Department") brings the following charges against Amy L. Saunders:

1. Amy L. Saunders of Naugatuck, Connecticut ("respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut licensed practical nurse license number 031466.
2. On or about April 21, 2021, the Board of Examiners for Nursing ("the Board") ordered a Consent Order in Petition Number 2019-619 ("the Order") that placed respondent's nursing license on probation for a period of one year. Such disciplinary action was based, in part, upon allegations that respondent provided a single dose of Zofran to a patient without a physician's order; respondent took twice the amount of a prescribed controlled substance while on duty in December 2018 and was sent home sick due to her sluggish behavior; and in or about August 2019, respondent utilized marijuana.
3. The Order specifically provided, in part, that respondent: engage in therapy and counseling with a licensed therapist, approved by the Department; cause her therapist to provide quarterly written reports to the Department; submit to observed, random chain of custody urine screens for alcohol and drugs, at a testing facility approved by the Department; submit to at least one such urine screen on a monthly basis during her probation and have laboratory reports of random alcohol and drug screens submitted directly to the Department; and complete coursework in Professional Ethics and Boundaries within the first three months of her probation.
4. Respondent failed to:
 - (a) engage in therapy and counseling;
 - (b) cause her therapist to provide quarterly report(s) to the Department;
 - (c) engage the services of a screening monitor;
 - (d) submit to observed, random chain of custody urine screens for alcohol and drugs;
 - (e) cause laboratory reports of urine screens for alcohol and drugs to be submitted directly to the Department; and/or
 - (f) complete coursework in Professional Ethics and Boundaries.

5. Respondent's conduct as described above constitutes violations of the terms of probation as set forth 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).

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 Amy L. Saunders as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 2nd day of September, 2021.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

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SUMMARY SUSPENSION COVER SHEET

In Re: Steven M. Lamoureux, APRN, RN

Petition No. 2021-652

Petition No. 2021-653

1. Steven M. Lamoureux of Farmington, Connecticut (“respondent”) received his registered nursing license in 2013 and advanced practice registered nurse license in 2017. He received both degrees from the University of Connecticut. He has not been subject to previous discipline.
2. On or about July 19, 2021, patient #1 came under the care of respondent who was practicing nursing at ProHealth Physicians in Farmington, Connecticut. Respondent’s care of patient #1 deviated from the standard of care in one or more of the following ways, in that he:
 - a. failed to properly diagnose patient #1;
 - b. utilized inappropriate treatment and/or assessment methods;
 - c. treated patient #1 outside the scope of nursing practice;
 - d. inappropriately instructed patient #1 to disrobe;
 - e. failed to practice proper hygiene and/or infection control procedures; and/or
 - f. failed to maintain appropriate medical records.
3. On or about July 19, 2021, while practicing nursing at ProHealth Physicians in Farmington, Connecticut, respondent inappropriately touched and/or engaged in sexual contact and/or sexually assaulted patient #1.
4. On or about July 19, 2021, while practicing nursing at ProHealth Physicians in Farmington, Connecticut respondent engaged in inappropriate and/or sexual contact with patient #1 by falsely representing that he was providing medical treatment within the standard of care.
5. 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. The Department respectfully requests that the Board summarily suspend respondent’s registered and advanced practice registered nurse licenses until a full hearing on the merits can be held.

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**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In Re: Steven M. Lamoureux, APRN, RN

Petition No. 2021-652

Petition No. 2021-653

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health ("the Department") moves, in accordance with Connecticut General Statutes §§4-182(c) and 19a-17(c), the Connecticut Board of Examiners for Nursing to summarily suspend respondent's Connecticut registered nurse license number 109898 and advanced practice registered nurse license number 007282. This motion is based on the attached Statement of Charges, affidavits and on the Department's information and belief that respondent's continued nursing practice represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 8th day of September 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: Steven M. Lamoureux, APRN, RN

Petition No. 2021-652

Petition No. 2021-653

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 Steven M. Lamoureux:

COUNT ONE

1. Steven M. Lamoureux of Farmington, Connecticut (hereinafter "respondent") is the holder of Connecticut registered nurse license number 109898 and advanced practice registered nurse license number 007282.
2. On or about July 19, 2021, patient #1 came under the care of respondent who was practicing nursing at ProHealth Physicians in Farmington, Connecticut. Respondent's care of patient #1 deviated from the standard of care in one or more of the following ways, in that he:
 - a. failed to properly diagnose patient #1;
 - b. utilized inappropriate treatment and/or assessment methods;
 - c. treated patient #1 outside the scope of nursing practice;
 - d. inappropriately instructed patient #1 to disrobe;
 - e. failed to practice proper hygiene and/or infection control procedures; and/or
 - f. failed to maintain appropriate medical records.
3. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99 including but not limited to §20-99(b)(2).

COUNT TWO

4. Paragraph 1 is incorporated by reference as if set forth in full.
5. On or about July 19, 2021, while practicing nursing at ProHealth Physicians in Farmington, Connecticut, respondent inappropriately touched and/or engaged in sexual contact and/or sexually assaulted patient #1.

6. On or about July 19, 2021, while practicing nursing at ProHealth Physicians in Farmington, Connecticut respondent engaged in inappropriate and/or sexual contact with patient #1 by falsely representing that he was providing medical treatment within the standard of care.
7. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99 including but not limited to §20-99(b)(2) and/or §20-99(b)(6).

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 licenses as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 8th day of September 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

SUMMARY SUSPENSION COVER SHEET

In re: Stacey Thompson, L.P.N.

Petition No. 2021-714

1. Stacey Thompson of Bridgeport, Connecticut (hereinafter "respondent") was issued license number 037743 on December 13, 2012. She graduated from the Lincoln Technical Institute.
2. On or about June 16, 2021, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") adopted a Consent Order in Petition Number 2019-727 which placed respondent's license on probation for four (4) years based on respondent's admission that she diverted tramadol from several patients and/or from medication stock, that she failed to completely, properly, and/or accurately document in medical or hospital records, that she falsified one or more controlled substances receipt records, that she abused and/or utilized tramadol to excess, and that her abuse and/or excess use of tramadol does, and/or may, affect her ability to practice as a licensed practical nurse.
3. On July 1, 2021, the probationary terms of the Consent Order became effective, which included, in part, a prohibition on obtaining and using controlled substances, legend drugs, and/or alcohol, to submit to random urine screens, support group meetings, therapy, and submission of employer reports and controlled substance reports.
4. On July 21, 2021, respondent tested positive for metabolites of alcohol, Ethyl Glucuronide (EtG) and Ethyl Sulfate (EtS). Liquid chromatography-tandem mass spectrometry confirmed an EtG level of 19,994ng/mL, and EtS level of 6,130 ng/mL. Cutoff is 500 and 75 ng/mL respectively.
5. Respondent's abuse and/or utilization to excess of alcohol does and/or may affect her practice as a nurse.
6. Respondent's license has past disciplinary action in Petition 2018-798 in which the respondent failed to timely start CPR on a patient, resulting in a survey finding of immediate jeopardy to the facility. Disciplinary action included one year probation with termination upon completion of coursework.
7. For the foregoing reasons, and in accordance with paragraph 11 of the Consent Order, the Department believes that respondent's continued practice as a 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: Stacey Thompson, L.P.N.

Petition No. 2021-714

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 Stacey Thompson to practice Licensed Practical 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 nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 7th day of September 2021.



Christian D. Andresen, MPH, CPH, Section Chief
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Stacey Thompson, L.P.N.

Petition No. 2021-714

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 Stacey Thompson:

1. Stacey Thompson of Bridgeport, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut Licensed Practical Nurse license number 037743.
2. On or about June 16, 2021, the Connecticut Board of Examiners for Nursing approved a Consent Order in Petition Number 2019-727 ("Consent Order") that placed respondent's license on probation for four (4) years. Such disciplinary action was based upon respondent's admission that she diverted tramadol from several patients and/or from medication stock, that she failed to completely, properly, and/or accurately document in medical or hospital records, that she falsified one or more controlled substances receipt records, that she abused and/or utilized tramadol to excess, and that her abuse and/or excess use of tramadol does, and/or may, affect her ability to practice as a licensed practical nurse.
3. On July 1, 2021, the probationary terms of the Consent Order became effective, which included, in part, that respondent shall not obtain or use controlled substances, legend drugs, and/or alcohol, and to submit to random urine screens.
4. On July 21, 2021, respondent's urine tested positive for metabolites of alcohol, Ethyl Glucuronide (EtG) and Ethyl Sulfate (EtS).
5. Respondent's abuse and/or utilization to excess of controlled substances does, and/or may, affect her practice as a nurse.
6. Respondent's conduct as described above constitutes a violation 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 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 nursing license of Stacey Thompson as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 7th day of September 2021.

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Christian D. Andresen, MPH, CPH, Section Chief
Healthcare Quality and Safety Branch

SUMMARY SUSPENSION COVER SHEET

In re: Christine Trombino, L.P.N.

Petition No. 2020-895

1. Christine Trombino of Willimantic, Connecticut, (hereinafter “respondent”) was issued license number 029161 on June 3, 2002. She graduated from Windham Regional Vocational Technical School of Nursing in 2002.
2. Respondent has an active Rhode Island licensed practical nurse which will expire March 1, 2023.
3. Respondent’s Connecticut license expires November 30, 2021
2. In April 2020, respondent self-referred to HAVEN while in-patient at the Institute of Living (IOL) for substance abuse and mental health concerns but did not substantively engage in the program.
3. In September 2020, the Department received correspondence from HAVEN that respondent had not completed the intake process.
4. From approximately March 2020, respondent has or had one or more emotional disorders and/or mental illnesses that does, and/or may, affect her practice as a licensed practical nurse
5. Respondent abused and/or used to excess alcohol on or about one or more of the following dates:
 - a. March 2020;
 - b. November 2020;
 - c. December 2020;
 - d. February 2021; and/or
 - e. March 2021.
6. Respondent's abuse and/or utilization to excess of alcohol does and/or may affect her practice as a licensed practical nurse.
7. For the foregoing reasons, the Department believes that respondent’s continued practice as a licensed practical 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: Christine Trombino, L.P.N.

Petition No. 2020-895

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 Christine Trombino to practice licensed practical 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 nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 8th day of September 2021.



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: Christine Trombino, L.P.N.

Petition No. 2020-895

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 Christine Trombino:

1. Christine Trombino of Willimantic (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut licensed practical nurse license number 029161.
2. From approximately March 2020, respondent has or had one or more emotional disorders and/or mental illnesses that does, and/or may, affect her practice as a licensed practical nurse
3. Respondent abused and/or used to excess alcohol on or about one or more of the following dates:
 - a. March 2020;
 - b. November 2020;
 - c. December 2020;
 - d. February 2021; and/or
 - e. March 2021.
4. Respondent's abuse and/or utilization to excess of alcohol does and/or may affect her practice as a licensed practical nurse.
5. The above facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §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 General Statutes of Connecticut, §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Christine Trombino as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 8th day of September 2021.



Christian D. Andresen, MPH, 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: Linda Lee, L.P.N.

Petition No. 2019-362

CONSENT ORDER COVER SHEET

1. Linda Lee (“respondent”) graduated from Lincoln Technical Institute and was granted a licensed practical nurse license in 2009.
2. She has not previously been disciplined.
3. Respondent was practicing nursing at The Orchards at Southington Assisted Living Mulberry Gardens and was responsible for administering Patient #1’s medications, to include Levetiracetam 1000 mg to be given in the morning and evening.
4. From approximately August 17, 2018, through and/or including approximately August 21, 2018 respondent failed to chart administration of Patient #1’s morning and/or evening dose(s) of Levetiracetam.
5. Subsequently, respondent inappropriately and/or falsely signed and backdated Patient #1’s medication administration records to reflect administration of Patient #1’s Levetiracetam without documenting that she was making late entries.
6. On June 16, 2021, the Board of Examiners of Nursing (“Board”) issued a Memorandum of Decision revoking respondent’s license after she failed to attend a scheduled hearing.
7. On July 21, 2021, the Board rescinded the revocation and placed respondent’s license number on suspension pending final resolution.
8. Connecticut General Statutes §19a-14(a)(12)(C) permits individuals to submit a written statement as to whether such person objects to resolving a complaint with a Consent Order concerning complaints alleging incompetence or negligence.
9. The proposed Consent Order places a reprimand on respondent’s license and places her license on probation for one year with the following terms:
 - monthly employer reports;
 - coursework in ethics, documentation standards, and medication administration; and
 - no solo employment.
10. The Department and respondent, through her attorney, respectfully request the Board to accept the proposed Consent Order.

STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

PUBLIC HEALTH HEARING OFFICE

June 17, 2021

Linda Lee
52 Dyer Avenue
Canton, CT 06019

VIA EMAIL ONLY (linda.lee09@hotmail.com)

Joelle Newton, Staff Attorney
Department of Public Health
410 Capitol Avenue, MS #12LEG
PO Box 340308
Hartford, CT 06134-0308

Via EMAIL ONLY

RE: Linda Lee, LPN - Petition No. 2019-362

Dear Ms. Lee and Attorney Newton:

Enclosed please find the Memorandum of Decision issued by the **Board of Examiners for Nursing** in the above-referenced matter.

Sincerely,

/s/ *Jeffrey A. Kardys*

Jeffrey A. Kardys
Administrative Hearings Specialist
Public Health Hearing Office

c: Susan Castonguay, Assistant Attorney General, Office of the Attorney General
Barbara Cass, RN, Bureau Chief, DPH
Christian Andresen, Section Chief, Practitioner Licensing and Investigations, DPH
Deborah Brown, Health Program Assistant, Department of Public Health
Lavita Sookram, RN, DPH Monitoring Unit



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**STATE OF CONNECTICUT
BOARD OF EXAMINERS FOR NURSING**

Linda Lee, L.P.N.
License No. 034478

Petition No. 2019-362

MEMORANDUM OF DECISION

Procedural Background

On December 12, 2019, the Department of Public Health ("Department") filed a Statement of Charges ("Charges") with the Board of Examiners for Nursing ("Board") against Linda Lee ("Respondent"). Board ("Bd.") Exhibit ("Ex.") 1. The Charges allege violations of Chapter 378 of the Connecticut General Statutes ("Conn. Gen. Stat.") by Respondent which would subject Respondent's practical nurse license to disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99(b).

On March 4, 2020, the Charges and Notice of Hearing, informing that a hearing had been scheduled for April 15, 2020, were sent by first class and certified mail to 52 Dyer Avenue, Canton, CT 06019 and by electronic mail ("e-mail") to lindalee09@hotmail.com, respectively, Respondent's mailing and email addresses of record on file with the Department. Bd. Ex. 2.

On April 7, 2020, a Notice of Hearing Postponement was sent in response to Governor Ned Lamont's March 10, 2020 public health and civil preparedness emergency declaration. Bd. Ex. 3.

On September 29, 2020, a Notice of Hearing ("Notice"), informing that the hearing was rescheduled to December 16, 2020, was sent to Respondent via electronic mail ("e-mail") to lindalee09@hotmail.com, Respondent's last known e-mail address of record.^{1 2} Bd. Ex. 4. The Notice sent via e-mail was not returned as undeliverable.

¹ The Governor's Executive Order No. 7M, dated May 27, 2020, modified Section 19a-9-18 of the Regulations of Connecticut State Agencies to permit delivery of notices of hearing to be sent 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.

² In accordance with § 19a-89 of the Statutes, "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 with any notification of a change of address as required by § 19a-89 of the Statutes. Therefore, notice was sent to Respondent's last known e-mail address of record and service of notice to such address is deemed sufficient.

The hearing was held, as scheduled, on December 16, 2020. Respondent failed to appear and was not represented by counsel. Attorney Joelle Newton represented the Department. Transcript (“Tr.”) 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. *Pet v. Department of Health Services*, 228 Conn. 651 (1994).

Allegations

1. In paragraph 1 of the Charges, the Department alleges that Respondent of East Hartford, Connecticut is, and has been at all times referenced in the Charges, the holder of Connecticut practical nurse license number 034478.
2. In paragraph 2 of the Charges, the Department alleges that at all times mentioned herein, Respondent was practicing nursing at The Orchards at Southington Assisted Living Mulberry Gardens (“the facility”) and was responsible for administering Patient #1’s medication. Said medications included Levetiracetam 1000 mg to be given in the morning and evening (“Levetiracetam”).
3. In paragraph 3 of the Charges, the Department alleges that from approximately August 17, 2018, through and/or including approximately August 21, 2018, Respondent failed to chart administration of Patient #1’s morning and/or evening dose(s) of Levetiracetam.
4. In paragraph 4 of the Charges, the Department alleges that subsequent to approximately August 22, 2018, Respondent inappropriately and/or falsely signed and backdated Patient #1’s medication administration records to reflect administration of Patient #1’s Levetiracetam without documenting that she was making late entries.
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:
 - a. § 20-99(b)(2);
 - b. § 20-99(b)(6) and/or,
 - c. § 20-99(b)(7).

Findings of Fact

1. The Department provided Respondent with reasonable and adequate written notice of the allegations contained in the Charges and the December 16, 2020 hearing. Bd. Ex. 1-4.
2. On December 16, 2020, the Board convened the scheduled hearing. Respondent did not appear at the hearing and did not request a continuance. Tr., pp. 1-14.

3. Respondent did not file an Answer to the Charges. Tr., p. 4.
4. The factual allegations contained in paragraphs 1 through 5 of the Charges are deemed admitted and true. Tr., pp. 9, 12.

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 respect to all of the allegations contained in the Charges.

Conn. Gen. Stat. §20-99 provides, in pertinent part,:

- (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; . . . (6) fraud or material deception in the course of professional services or activities; (7) willful falsification of entries in any hospital, patient or other record pertaining to drugs, the results of which are detrimental to the health of a patient; . . .

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. Tr., p. 4; Bd. Ex. 1. Therefore, the allegations are deemed admitted, and the record establishes that the Department sustained its burden of proof with respect to all of the allegations in the Charges. Tr., pp. 4, 9, 12; Bd. Ex. 1; Department (“Dept.”) Ex. 1-11, Dept. Ex. 12 (sealed). Specifically, a preponderance of the evidence establishes that Respondent is a resident of East Hartford, Connecticut and holds Connecticut practical nurse license number 034478. Dept. Ex. 1 While practicing nursing at the facility, Respondent was responsible for administering Levetiracetam to Patient #1. Dept. Ex. 1-

11, Dept. Ex. 12 (sealed). A preponderance of the evidence further establishes that from approximately August 17, 2018 through August 21, 2018, Respondent failed to chart administration of Patient #1's morning and/or evening dose(s) of Levetiracetam. Dept. Ex. 1-11, Dept. Ex. 12 (sealed) Subsequent to approximately August 22, 2018, Respondent inappropriately and/or falsely signed and backdated Patient #1's medication administration records to reflect administration of Patient #1's Levetiracetam without documenting that she was making late entries in violation of Conn. Gen. Stat. §§ 20-99(b)(2), (6), and (7). Dept. Ex. 1-11, Dept. Ex. 12 (sealed).

The Board concludes that Respondent's conduct, as alleged in the Charges, and as 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), (6), and (7), 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 license number 034478 held by Linda Lee, L.P.N., as follows:

1. Respondent's license number 034478 to practice as a 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, Linda Lee and the Department of this decision.

Dated at Waterbury, Connecticut this 16th day of June, 2021.

BOARD OF EXAMINERS FOR NURSING

By Patricia C. Bouffard, D.N.Sc.
Patricia C. Bouffard, D.N.Sc., Chair

CERTIFICATION

I hereby certify that, pursuant to Connecticut General Statutes § 4-180(c), a copy of the foregoing Memorandum of Decision was sent this 17th day of June 2021, by email to:

Linda Lee
52 Dyer Avenue
Canton, CT 06019

VIA EMAIL ONLY (linda.lee09@hotmail.com)

and via email to:

Joelle Newton, Staff Attorney
Office of Legal Compliance
Department of Public Health
410 Capitol Avenue, MS #12LEG
Hartford, CT 06134-0308

/s/ Jeffrey A. Kardys

Jeffrey A. Kardys
Administrative Hearings Specialist
Department of Public Health
Public Health Hearing Office

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

July 29, 2021

Richard Brown, Esq.
Cody Guamieri, Esq.
Brown, Paindiris & Scott
2252 Main Street
Glastonbury, CT 06033

VIA EMAIL

Joelle Newton, Staff Attorney
Department of Public Health
410 Capitol Avenue, MS #12LEG
PO Box 340308
Hartford, CT 06134-0308

VIA EMAIL

RE: Linda Lee, LPN - Petition No. 2019-362

Dear Attorneys Brown, Guarnieri and Newton:

RULING ON RESPONDENT'S PETITION FOR RECONSIDERATION
ORDER and NOTICE OF HEARING

At its meeting on July 21, 2021, the Board of Examiners for Nursing (Board) reviewed respondent's petition for reconsideration of a June 16, 2021 Memorandum of Decision issued by the Board in the above-referenced matter. The Board voted to sustain a Department of Public Health objection to the Petition for reconsideration.

Upon its own motion following further review, the Board voted to rescind the revocation set forth in the June 16, 2021 Memorandum of Decision and to place respondent's license on suspension pending a final resolution subsequent to a hearing.

The hearing is scheduled for **Wednesday, October 20, 2021, at 9:00 a.m.** during a meeting of the Board of Examiners for Nursing.

FOR: CONNECTICUT BOARD OF EXAMINERS FOR NURSING

/s/ Jeffrey A. Kardys

Jeffrey A. Kardys, Administrative Hearings Specialist/Board Liaison
Department of Public Health
410 Capitol Avenue, MS #13PHO
PO Box 340308
Hartford, CT 06134-0308
Tel. (860) 509-7566 FAX (860) 509-7553

c: Christian Andresen, Section Chief, Practitioner Licensing and Investigations, DPH
Deborah Brown, Health Program Assistant, Department of Public Health



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



Sec. 19a-14. (Formerly Sec. 19-4o). Powers of department concerning regulated professions. (a) The Department of Public Health shall have the following powers and duties with regard to the boards and commissions listed in subsection (b) of this section which are within the Department of Public Health. The department shall:

(12) With respect to any complaint filed with the department on or after October 1, 2010, alleging incompetence, negligence, fraud or deceit by a person subject to regulation or licensing by any board or commission described in subdivision (1) to (5), inclusive, (7), (8), (12) to (14), inclusive, or (16) of subsection (b) of this section:

(A) Upon request of the person who filed the complaint, provide such person with information on the status of the complaint;

(B) Upon request of the person who filed the complaint, provide such person with an opportunity to review, at the department, records compiled as of the date of the request pursuant to any investigation of the complaint, including, but not limited to, the respondent's written response to the complaint, except that such person shall not be entitled to copy such records and the department (i) shall not disclose (I) information concerning a health care professional's referral to, participation in or completion of an assistance program in accordance with sections 19a-12a and 19a-12b, that is confidential pursuant to section 19a-12a, (II) information not related to such person's specific complaint, including, but not limited to, information concerning patients other than such person, or (III) personnel or medical records and similar files the disclosure of which would constitute an invasion of personal privacy pursuant to section 1-210, except for such records or similar files solely related to such person; (ii) shall not be required to disclose any other information that is otherwise confidential pursuant to federal law or state statute, except for information solely related to such person; and (iii) may require up to ten business days written notice prior to providing such opportunity for review;

(C) Prior to resolving the complaint with a consent order, provide the person who filed the complaint with not less than ten business days to submit a written statement as to whether such person objects to resolving the complaint with a consent order;

D) If a hearing is held with respect to such complaint after a finding of probable cause, provide the person who filed the complaint with a copy of the notice of hearing issued pursuant to section 4-177, which shall include information concerning the opportunity to present oral or written statements pursuant to subsection (b) of section 4-177c; and

(E) Notify the person who filed the complaint of the final disposition of such complaint not later than seven business days after such final disposition;

Lois Donnelly

08/30/21

Joelle C Newton
Staff Attorney
State of Connecticut Department of Public Health
410 Capitol Ave MS12LEG
Hartford, CT 06134

To Whom It May Concern,

This letter is in reference to Linda Lee's request for reconsideration of the revocation of her license. I am requesting that her license remain revoked. Due to her negligence in not administering my mother's medication, my mother was hospitalized. Her condition deteriorated partly due to the unnecessary hospitalization and she expired shortly after.

I believe she does not meet even the most basic standards of care for her profession and more importantly she does not comprehend or care about the implications of her actions. She has exhibited in my presence unprofessionalism and HIPPA violations by discussing my mothers' condition in public. I am concerned that if she continues in her profession there will be more errors and omissions, and she will continue to put innocent patients in jeopardy.

Sincerely,

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In Re: Linda Lee, L.P.N.

Petition No. 2019-362

CONSENT ORDER

WHEREAS, Linda Lee ("respondent") of East Hartford, Connecticut has been issued license number 034478 to practice as a licensed practical nurse by the Department of Public Health ("the Department") pursuant to Connecticut General Statutes, Chapter 378, as amended.

WHEREAS respondent admits:

1. Respondent was practicing nursing at The Orchards at Southington Assisted Living Mulberry Gardens and was responsible for administering Patient #1's medications. The patient medications included Levetiracetam 1000 mg to be given in the morning and evening ("Levetiracetam").
2. From approximately August 17, 2018, through and/or including approximately August 21, 2018 respondent failed to chart administration of Patient #1's morning and/or evening dose(s) of Levetiracetam.
3. Subsequent to August 22, 2018, respondent inappropriately and/or falsely signed and backdated Patient #1's medication administration records to reflect administration of Patient #1's Levetiracetam without documenting that she was making late entries.
4. The above-described facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99(b) including, but not limited to:

§20-99(b)(2);
§20-99(b)(6); and/or
§20-99(b)(7).

WHEREAS, respondent, in consideration of this Consent Order, has chosen not to contest the above admitted violations at a hearing in front of the Board of Examiners for Nursing ("the Board").

Respondent further agrees that this 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(a), respondent hereby stipulates and agrees to the following:

1. Respondent waives her right to a hearing on the merits of this matter.
2. Respondent shall comply with all federal and state statutes and regulations applicable to her profession.
3. Respondent's Connecticut licensed practical nurse license number 034478 is reprimanded and placed on probation for one (1) year, subject to the following terms and conditions:
 - A. Respondent shall provide a copy of this Consent Order to all current and future employers during the period of probation.
 - B. Within the first six months of probation, respondent shall attend and successfully complete coursework in ethics, documentation standards and medication administration, pre-approved by the Department. Within fourteen (14) days of the completion of such courses, respondent shall provide the Department with proof, to the Department's satisfaction, of the successful completion of such courses.
 - C. Respondent shall be responsible for the provision of monthly written reports to the Department from her nursing supervisor (i.e., Director of Nursing).

Respondent shall provide a copy of this Consent Order to 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 practice nursing safely and competently and document records appropriately.

- D. Respondent shall not be employed as a nurse for a personnel provider service and may not be self-employed as a nurse during probation. Respondent may be employed by an assisted living provider, home health aide agency or home health care agency at the Department's discretion and with written pre-approval from the Department.
- 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 her 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, LPN, 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 Board's right to act later. 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 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 public record.
10. Respondent understands this Consent Order shall be deemed as evidence of the above admitted violations in any proceeding before the Board in which (1) her compliance with this same Consent 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 Consent Order shall be reported to the National Practitioner Data Bank and the Healthcare Integrity and 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 nursing, upon request by the Department, 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. 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. If respondent does not practice nursing 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.
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, respondent shall not be responsible for complying with the terms of probation of this Consent Order, and such time 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 3 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 understands 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. 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 Connecticut General Statutes, Chapters 54 and 368a, 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 its factual basis to the Board. The Department and respondent understand 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 consulted with her attorney prior to signing this Consent Order.
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.

*

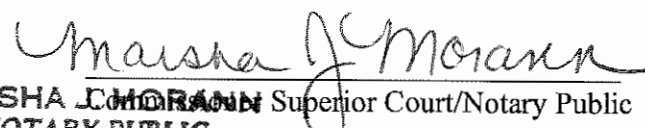
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*

I, Linda Lee, 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.


Linda Lee, LPN

Subscribed and sworn to before me this 11 day of August, 2021.


MARSHA J. MORAN Superior Court/Notary Public
NOTARY PUBLIC
My Commission Expires Feb. 28, 2024

The above Consent Order having been presented to the duly appointed agent of the Commissioner of the Department of Public Health on the 19th day of August, 2021, it is hereby accepted.



Christian D. Andresen, MPH, CPH, 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: Lashanan Massey, LPN

Petition No. 2019-1192

CONSENT ORDER COVER SHEET

1. Lashanan Massey ("respondent") of Ansonia, Connecticut graduated from Lincoln Technical Institute and was licensed to practice nursing in 2014.
2. Respondent has not been previously been disciplined.
3. On June 3, 2019, while practicing nursing at the Shady Knoll Health Center, in Seymour, Connecticut, respondent engaged in a physical and/or verbal altercation with a co-worker.
4. On June 16, 2021, during a Prehearing Review, the Board recommended a Consent Order with a reprimand and one year probation with employer reports and no solo practice.
5. The proposed Consent Order places a reprimand on respondent's license and places her license on probation for one year with the following terms:
 - monthly employer reports; and
 - no solo practice.
6. The Department and respondent respectfully request the Board to accept the proposed Consent Order.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Lashanan Massey, LPN

Petition No. 2019-1192

CONSENT ORDER

WHEREAS, Lashanan Massey ("respondent") of Ansonia, Connecticut has been issued Connecticut licensed practical nurse license number 039051 by the Department of Public Health ("the Department") pursuant to Connecticut General Statutes Chapter 378, as amended.

WHEREAS, respondent admits:

1. At all times mentioned herein, respondent was practicing nursing at the Shady Knoll Health Center, located in Seymour, Connecticut.
2. On or about June 3, 2019, respondent engaged in a physical and/or verbal altercation with a co-worker.
3. The above-described facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §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-admitted violations at a hearing before the Board of Examiners for Nursing ("the Board").

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 Connecticut General Statutes §§19a-9, 19a-10, and 20-99(a).

NOW THEREFORE, pursuant to Connecticut General Statutes §§19a-17 and 20-99(a), 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's Connecticut registered licensed practical nurse number 039051 is hereby reprimanded.
3. Respondent shall comply with all federal and state statutes and regulations applicable to respondent's profession.
4. Respondent's Connecticut licensed practical nurse issued license number 039051 is hereby placed on probation for one year, subject to the following terms and conditions:
 - A. Respondent shall provide a copy of this Consent Order to all current and future employers for the duration of probation.
 - 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 for the period of probation.
 - C. Respondent shall be responsible for the provision of monthly written reports directly to the Department from respondent's nursing supervisor (i.e., Director of Nursing). 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 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 3H below. A report

indicating that respondent is not practicing with reasonable skill and safety deemed to be a violation of this Consent Order.

- D. Respondent shall notify the Department in writing of any change of employment within fifteen (15) days of such change.
- E. Respondent shall notify the Department of any change in respondent's home or business address within fifteen (15) days of such change.
- F. 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.
- G. 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.
- H. 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 act 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 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 public record.
10. Respondent understands and agrees that this Consent Order shall be deemed as evidence of the above-admitted violations in any proceeding before the Board in which (1) respondent's compliance with this same Consent Order is at issue, or (2) respondent's compliance with Connecticut General Statutes §20-99(b), 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, respondent further agrees to cooperate with the Department in its investigation of the violation. 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 §§4-182(c) and 19a-17(c).

Respondent understands that the Board has complete and final discretion whether a summary suspension is ordered.

12. If respondent does not practice nursing 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. Any return to the practice of nursing without written pre-approval from the Department and shall constitute a violation of the Consent Order and subject 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. During such time, respondent shall not be responsible for complying with the terms of probation required by the Consent Order, and such time shall not be counted in reducing the probationary period. Respondent may comply with the terms of probation while practicing outside Connecticut if pre-approved in writing by the Department. If respondent intends to return to the practice of nursing in

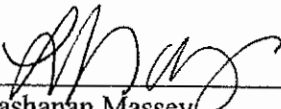
Connecticut, respondent shall provide the Department with thirty (30) days prior written notice and agrees to comply with all other terms and conditions of the Consent Order.

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 Connecticut General Statutes §4-181a 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 Connecticut General Statutes Chapters 54 and 368a 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 its factual basis to the Board. The Department and respondent agree that the Board has complete and final discretion 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.

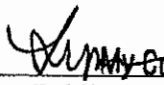
17. This Consent Order is a revocable offer of settlement, which may be modified by mutual agreement or withdrawn by the Department at any time prior to its being executed by the last signatory.
18. Respondent has had the opportunity to consult with an attorney prior to signing this document.
19. The 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.

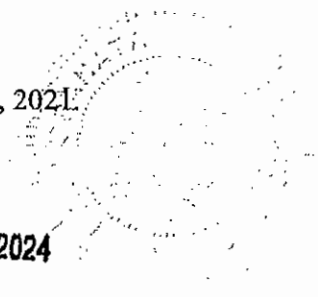
I, Lashanan Massey, have read the above Consent Order, and I agree to the terms set forth therein. I further declare the execution of this Consent Order to be my free act and deed.



Lashanan Massey

Subscribed and sworn to before me this 28 day of July, 2021.


LYNN GRANATA
Notary Public
~~My Commission Expires July 31, 2024~~
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 11th day of August, 2021, it is hereby accepted.



Christian D. Andresen, MPH, CPH, 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

CONSENT ORDER COVER SHEET

Sandra Ring, L.P.N.

Petition No.: 2020-1074

1. Sandra Ring of Shelton, Connecticut (hereinafter “respondent”) was issued license number 034369 on July 17, 2009 to practice as a licensed practical nurse.
2. Respondent graduated from Lincoln Technical Institute, Shelton CT in June 2009.
3. Respondent has a history of opioid abuse and/or emotional disorders.
4. During approximately 2015, while working as a licensed practical nurse at Lord Chamberlain Healthcare in Stratford, Connecticut, respondent:
 - a. diverted oxycodone, morphine and hydromorphone for her own personal use;
 - b. failed to completely, properly and/or accurately document medical or hospital records; and/or,
 - c. falsified one or more Controlled Substance Receipt Records.
5. Respondent’s emotional disorders and abuse and/or excess use of opioids does, and/or may, affect her ability to practice as a licensed practical nurse.
6. The proposed Consent Order requires 1) a three year probation, 2) observed random drug and alcohol screens once a week for the first and third years of probation and twice a month for the second year of probation, 3) written reports from her therapist monthly for the first and third years of probation and quarterly for the second year of probation; 4) written reports from her employer monthly for the first and third years of probation and quarterly for the second year of the probationary period, 5) no access to controlled substances for the first year of the probationary period, 6) no solo practice during the probationary period, and 7) 8-10 support group meetings monthly for the entire probationary period. Respondent and the Department respectfully request that the Board of Examiners for Nursing approve and accept this Consent Order.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Sandra Ring, L.P.N.

Petition No. 2020-1074

CONSENT ORDER

WHEREAS, Sandra Ring (hereinafter "respondent") of Shelton, Connecticut, has been issued license number 034369 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, respondent hereby admits and acknowledges that:

1. Respondent has a history of opioid abuse and emotional disorders.
2. During approximately 2015, while working as a licensed practical nurse at Lord Chamberlain Healthcare in Stratford, Connecticut, respondent:
 - a. diverted oxycodone, morphine and hydromorphone for her own personal use;
 - b. failed to completely, properly and/or accurately document medical or hospital records; and
 - c. falsified one or more Controlled Substance Receipt Records.
3. Respondent's emotional disorders and abuse and/or excess use of opioids does, and/or may, affect her ability to practice as a licensed practical nurse.
4. 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)(2);
 - b. §20-99(b)(4);
 - c. §20-99(b)(5); and/or
 - d. §20-99(b)(6).

WHEREAS, respondent, in consideration of this Consent Order, has chosen not to contest the above-admitted violation(s) or allegation(s) at a hearing before the Board of Examiners for Nursing (hereinafter "the Board"). 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 034369 to practice as a licensed practical nurse in the State of Connecticut is hereby placed on probation for three years, subject to the following terms and conditions:
 - A. At respondent's own expense, respondent shall engage in therapy and counseling with a Connecticut licensed therapist (hereinafter "therapist") approved by the Department for the entire probationary period.
 - (1) Respondent shall provide a copy of this Consent Order to respondent's therapist.
 - (2) Respondent's therapist shall furnish written confirmation to the Department of his or her engagement in that capacity and receipt of a copy of this Consent Order within fifteen (15) days of the effective date of this 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 approval of the Department, respondent's therapist shall continue to monitor his alcohol and drug free status by monitoring and reviewing the observed random urine screens for drugs and alcohol as described in paragraph 3B below, and by providing the reports described in paragraph 3C below.
- (4) The therapist shall immediately notify the Department in writing if respondent discontinues therapy and/or terminates his/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 respondent's own expense, respondent 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 the 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, therapist, the Department and respondent's prescribing practitioner of any drug(s) respondent 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 such observed random alcohol/drug screen and accompanying laboratory report every week for the first and third years of probation; and at least two such screens and reports every month for the second year of probation.
- (4) There must be at least two (2) random tests for Ethylglucuronide (EtG) and accompanying laboratory reports every month for the first and third years of

probation and at least (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 Consent Order. Respondent understands and agrees that if respondent fails to submit a urine sample when requested by respondent's monitor, such missed screen shall be deemed a positive 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 an 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 Consent Order. In the event respondent has a positive screen for morphine, opiates and/or alcohol or if respondent's test reports an 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 respondent's therapist directly to the Department for the entire probationary period; monthly for the

first and third years of probation; and quarterly reports for the second year of probation. Such reports shall include documentation of dates of treatment, an evaluation of respondent's progress in treatment and of respondent's drug and alcohol-free status as established by the observed random urine screens for drugs and alcohol, an evaluation of respondent's ability to safely and competently practice nursing, and copies of all laboratory reports. A report indicating that respondent is not able to practice nursing safely and competently shall be deemed to be a violation of this Consent Order.

- 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 respondent's profession.
- E. Respondent shall provide a copy of this Consent Order to all current and future employers for the duration of 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 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 nursing duties for the first year after returning to work as a nurse.
- H. Respondent shall be responsible for the provision of written reports directly to the Department from respondent's nursing supervisor (i.e., Director of Nursing) monthly for the first and third years of her probation; and quarterly for the second year of probation. 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 3N 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.

- I. During the entire probationary period, 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 respondent's record of attendance.
- 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 respondent's 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 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.
- M. 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.

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

4. 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.
5. 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.
6. 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.
7. 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.
8. Respondent understands this Consent Order is a matter of public record.
9. Respondent understands and agrees that this Consent Order shall be deemed as evidence of the above-admitted violations in any 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.

10. 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 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, 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.
11. 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 3 above.

12. 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.
13. 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.
14. 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.

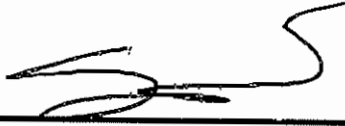
15. This Consent Order is a revocable offer of settlement, which may be modified by mutual agreement or withdrawn by the Department at any time prior to its being executed by the last signatory.
16. Respondent has had the opportunity to consult with an attorney prior to signing this document.
17. The 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.
18. 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.

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I, Sandra Ring, 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.

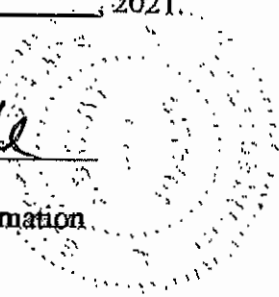


Sandra Ring, L.P.N.

Subscribed and sworn to before me this 27 day of July, 2021.



Notary Public or person authorized
by law to administer an oath or affirmation
my commission expires May 31, 2023



The above Consent Order having been presented to the duly appointed agent of the Commissioner of the Department of Public Health on the 9th day of August, 2021, it is hereby accepted.



Christian D. Andresen, M.P.H., C.P.H. 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

CONSENT ORDER COVER SHEET

In re: Karen Hull, R.N.

Petition No. 2020-228

1. Karen Hull of Simsbury, Connecticut (hereinafter "respondent") was issued license number E46194 to practice as a registered nurse on September 12, 1983.
2. Respondent graduated from Greater Hartford Community College in 1983.
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 ("FLIS") concerning investigations FLIS conducted in or about June and July 2019.
5. The Department alleges, without limitation, that on or about May 26, 2018, respondent failed to conduct or ensure another registered nurse conducted a homecare visit to assess patient #1's change(s) in condition or failed to obtain sufficient information from the licensed practical nurse caring for patient #1 to determine adherence to the plan of care; respondent failed to include in patient #1's plan of care the use of morphine for specific symptoms during episodes of autonomic storm; on or about April 29, 2019, respondent failed to properly communicate information received from a licensed practical nurse caring for patient #2 to the assigned nursing supervisor; or respondent failed to completely, properly and/or accurately document medical records.
6. The proposed Consent Order provides for a reprimand and a six-month probationary period to successfully complete coursework in documentation, scope of practice and critical thinking, pre-approved by the Department.
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: Karen D. Hull, R. N.

Petition No. 2020-228

CONSENT ORDER

WHEREAS, Karen D. Hull (hereinafter "respondent") of Simsbury, Connecticut has been issued license number E46194 to practice as a registered 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. In or about 2018, while employed as a registered nurse for Pediatric Services of America ("PSA"), respondent failed to include in patient #1's plan of care the emergency procedures to address patient #1's comfort and safety during episodes of an autonomic storm and/or the use of morphine for specific symptoms during episodes of an autonomic storm.
2. On or about May 26, 2018, after receiving a report of one or more changes in condition for PSA patient #1 from the licensed practical nurse providing homecare for patient #1 (hereinafter "LPN#1"), respondent failed to completely, properly and/or accurately document patient #1's medical records and/or failed to conduct, and/or ensure that another registered nurse conducted, a homecare visit to assess patient #1's change and/or changes in condition. In addition, respondent failed to provide appropriate direction to LPN#1 and/or failed to obtain sufficient information from LPN#1 to determine adherence to the plan of care for patient #1 and/or an appropriate response regarding one or more changes in condition for patient #1.

3. On or about April 29, 2019, after receiving a report of a change in condition for PSA patient #2 from the licensed practical nurse providing homecare for patient #2 (hereinafter "LPN#2"), respondent failed to properly communicate a change in condition and/or the information received from LPN#2 to the nursing supervisor assigned to patient #2. In addition, respondent failed to completely, properly and/or accurately document patient #2's medical records.
4. 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 purposes 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 E46194 to practice as a registered nurse in the State of Connecticut is hereby reprimanded.
4. Respondent's license number E46194 to practice as a registered nurse in the State of Connecticut is hereby placed on probation for six (6) months, subject to the following terms and conditions: Respondent shall attend and successfully complete courses in documentation,

scope of practice and critical thinking, pre-approved by the Department. Within fourteen (14) days of the completion of such coursework, respondent shall provide the Department with proof, to the Department's satisfaction, of the successful completion of such courses.

Respondent's probation shall terminate upon the successful completion of the coursework required under this paragraph 4.

5. 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

6. Respondent shall pay all costs necessary to comply with this Consent Order.
7. Any alleged violation of any provision of this Consent Order may result in the following procedures at the discretion of the Department:
- a. The Department shall notify respondent in writing by first-class mail that the term(s) of this Consent Order have been violated, provided that no prior written consent for deviation from said term(s) has been granted.
 - b. Said notification shall include the act(s) or omission(s) which violate the term(s) of this Consent Order.
 - c. Respondent shall be allowed fifteen (15) days from the date of the mailing of notification required in paragraph 7a above to demonstrate to the satisfaction of the Department that respondent has complied with the terms of this Consent Order or, in the alternative, that respondent has cured the violation in question.
 - d. If respondent does not demonstrate compliance or cure the violation within the fifteen (15) days specified in the notification of violation to the satisfaction of the Department,

respondent shall be entitled to a hearing before the Board which shall make a final determination of the disciplinary action to be taken.

- e. Evidence presented to the Board by either the Department or respondent in any such hearing shall be limited to the alleged violation(s) of the term(s) of this Consent Order.
8. 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.
9. 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.
10. 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.
11. 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.
12. Respondent understands this Consent Order is a matter of public record.
13. Respondent understands and agrees that the Department's allegations as contained in this Consent Order shall be deemed true in any subsequent proceeding before the Board in which respondent's compliance with this Consent Order or 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.

14. 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.
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.

*

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*

I, Karen D. Hull, 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.

Karen D. Hull
Karen D. Hull

Subscribed and sworn to before me this 12th day of August, 2021.

[Signature]
Notary Public or person authorized
by law to administer an oath or affirmation
Commissioner of the Superior Court

The above Consent Order having been presented to the duly appointed agent of the Commissioner of the Department of Public Health on the 16th day of August, 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: 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

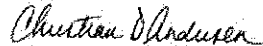
6. Paragraph 1 is incorporated herein by reference as if set forth in full.
7. On October 16, 2019, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") ordered a Consent Order in Petition Number 2019-760 (hereinafter "the Consent Order") that placed respondent's nursing license on 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

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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

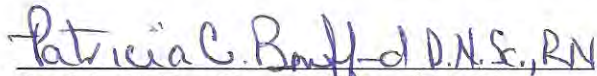
WHEREAS, the Department of Public Health having moved for an order of summary suspension in this matter and having submitted duly verified affidavits in support of its motion; and,

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



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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.*

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Colleen Gallagher, LPN

Petition No. 2021-630

STATEMENT OF CHARGES

Pursuant to Connecticut General Statutes, §§19a-10 and 19a-14, the Department of Public Health ("the Department") brings the following charges against Colleen Gallagher:

1. Colleen Gallagher of Shallotte, North Carolina and/or formerly of Stratford, Connecticut ("respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut licensed practical nurse license number 027133.
2. On or about May 19, 2021, the Board of Examiners for Nursing ("the Board") ordered a Memorandum of Decision in Petition Number 2020-76 ("the Decision") that placed respondent's nursing license on probation for a period of four years. Such disciplinary action was based, in part, upon respondent's abuse or excess use of methadone or marijuana.
3. The Decision specifically provided, in part, that respondent engage in therapy and counseling for chemical dependency with a licensed or certified therapist, approved by the Department; that respondent cause her therapist to provide monthly reports to the Department during the first year of her probation; that respondent submit to observed, random chain of custody urine screens for alcohol and drugs during the entire probationary period, at a testing facility approved by the Department; and that respondent submit to at least one such urine screen on a weekly basis during the first year of her probation and have laboratory reports of random alcohol and drug screens submitted directly to the Department.
4. Respondent has failed to:
 - (a) engage in therapy and counseling for chemical dependency;
 - (b) cause her therapist to provide monthly reports to the Department;
 - (c) engage the services of a screening monitor;
 - (d) submit to observed, random chain of custody urine screens for alcohol and drugs; and/or
 - (e) cause to have laboratory reports of urine screens for alcohol and drugs submitted directly to the Department.

5. Respondent's conduct as described above constitutes violations of the terms of probation as set forth in the Decision, 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 Colleen Gallagher as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 9th day of August, 2021.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

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STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Colleen Gallagher, LPN

Petition No. 2021-630

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health ("the Department") hereby moves in accordance with the Connecticut General Statutes §§4-182(c) and 19a-17(c) that the Connecticut Board of Examiners for Nursing summarily suspend the license of Colleen Gallagher 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 Colleen Gallagher represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 9th day of August, 2021.



Christian D. Andresen, 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: Colleen Gallagher, LPN

Petition No. 2021-630

SUMMARY SUSPENSION ORDER

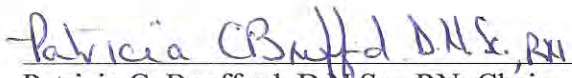
WHEREAS, the Department of Public Health having moved for an order of summary suspension in this matter and having submitted duly verified affidavits in support of its motion; and,

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 027133 of Colleen Gallagher 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 15th day of September 2021, at 9:00 a.m. The hearing will be held remotely via Microsoft TEAMS.

Dated at Waterbury, Connecticut this 11th day of August, 2021.


Patricia C. Bouffard, D.N.Sc., RN, Chair
Connecticut Board of Examiners for Nursing



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STATE OF CONNECTICUT
CONNECTICUT BOARD OF EXAMINERS FOR NURSING

Colleen Gallagher
4355 Owendon Drive
Shallotte North Carolina 28470

VIA EMAIL (gallaghercolleen1971@icloud.com)
and First Class Mail

RE: Colleen Gallagher, LPN - Petition No. 2021-630

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 **September 15, 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 12th day of August, 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 Fzzina, 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 **Colleen Gallagher, LPN** has been scheduled for **September 15, 2021** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **September 1, 2021**, you must provide the following by electronic mail response to the hearing office at phho.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 phho.dph@ct.gov.

**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

**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



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

BOARD OF EXAMINERS FOR NURSING

In re: Leah Pressley, RN

Petition No. 2021-441

SUMMARY SUSPENSION ORDER

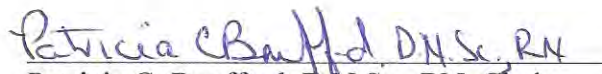
WHEREAS, the Department of Public Health having moved for an order of summary suspension in this matter and having submitted duly verified affidavits in support of its motion; and,

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 126819 of Leah Pressley 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 15th day of September 2021, at 9:00 a.m. The hearing will be held remotely via Microsoft TEAMS.

Dated at Waterbury, Connecticut this 11th day of August, 2021.


Patricia C. Bouffard, D.N.Sc., RN, Chair
Connecticut Board of Examiners for Nursing



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**STATE OF CONNECTICUT
CONNECTICUT BOARD OF EXAMINERS FOR NURSING**

Leahy Pressley
54 Litchfield Avenue
PO BOX 143
Rogers, CT 06263

VIA EMAIL (leahhnp@gmail.com)
and First Class Mail

RE: Leahy Pressley, RN- Petition No. 2021-441

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 **September 15, 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
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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 12th day of August, 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
Diane Wilan, 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 **Leahy Pressley, RN** has been scheduled for **September 15, 2021** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **September 1, 2021**, you must provide the following by electronic mail response to the hearing office at phho.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 phho.dph@ct.gov.

**STATE OF CONNECTICUT
CONNECTICUT BOARD OF EXAMINERS FOR NURSING**

Leahy Pressley
54 Litchfield Avenue
PO BOX 143
Rogers, CT 06263

VIA EMAIL (leahhnp@gmail.com)
and First Class Mail

RE: Leahy Pressley, RN- Petition No. 2021-441

CORRECTED 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 **September 15, 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 September 1, 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 13th day of August, 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
Diane Wilan, 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.*

**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

**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



Deidre S. Gifford, MD, MPH
Acting Commissioner

Ned Lamont
Governor
Susan Bysiewicz
Lt. Governor

BOARD OF EXAMINERS FOR NURSING

In re: **Chanelle Walker, RN**

Petition No. 2021-626

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 144218 of Chanelle Walker 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 15th day of September 2021, at 9:00 a.m. The hearing will be held remotely via Microsoft TEAMS.

Dated at Waterbury, Connecticut this 11th day of August, 2021.

Patricia C. Bouffard, D.N.Sc., RN
Patricia C. Bouffard, D.N.Sc., RN, Chair
Connecticut Board of Examiners for Nursing



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**STATE OF CONNECTICUT
CONNECTICUT BOARD OF EXAMINERS FOR NURSING**

Chanelle Walksr
c/o Mary Alice Moore Leonhardt, Esq.
Moore Leonhardt & Associates
67 Russ Street
Hartford, CT 06106

VIA EMAIL (ma@mooreleonhardt.com)
and First Class Mail

RE: Chanelle Walksr, LPN - Petition No. 2021-626

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 **September 15, 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 12th day of August, 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
Diane WilanLeslie 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 **Chanelle Walker, LPN** has been scheduled for **September 15, 2021** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **September 1, 2021**, you must provide the following by electronic mail response to the hearing office at phho.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 phho.dph@ct.gov.