

**AGENDA**  
**BOARD OF EXAMINERS FOR NURSING**  
**Department of Public Health**  
**410 Capitol Avenue, Hartford, CT**  
**September 16, 2020 - 8:30 AM**

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

**SCHOOL ISSUES**

- *Porter & Chester Institute – Monthly Update*
- *St. Vincent's College – Site Visit Report*
- *University of Hartford*
  - 1) *Site Visit Report*
  - 2) *Request for Curriculum change*

**SCOPE OF PRACTICE**

*August 2020 Summary*

**LICENSE REINSTATEMENT REQUEST**

- *Brenda Berg, RN* *Dana Dalton, Supervising Nurse Consultant*
- *John D. Mosher, RN, APRN* *Dana Dalton, Supervising Nurse Consultant*

**MOTIONS FOR SUMMARY SUSPENSION**

- |                                      |                              |                                      |
|--------------------------------------|------------------------------|--------------------------------------|
| • <i>Judith A. Cullen, R.N.</i>      | <i>Petition No: 2020-763</i> | <i>Staff Attorney Joelle Newton</i>  |
| • <i>Erin K. Fitzpatrick, L.P.N.</i> | <i>Petition No: 2020-330</i> | <i>Staff Attorney Linda Fazzino</i>  |
| • <i>Kristen R. Jodoin, R.N.</i>     | <i>Petition No: 2020-715</i> | <i>Staff Attorney Joelle Newton</i>  |
| • <i>Gustave Mastarreno, RN</i>      | <i>Petition No: 2020-783</i> | <i>Staff Attorney Joelle Newton</i>  |
| • <i>Danielle K. Miranda, R.N.</i>   | <i>Petition No: 2020-605</i> | <i>Staff Attorney Diane Wilan</i>    |
| • <i>Luisa Young, R.N.</i>           | <i>Petition No: 2020-730</i> | <i>Staff Attorney Brittany Allen</i> |

**CONSENT ORDERS**

- *Paul Pstrag, RN* *Petition No: 2018-1305* *Staff Attorney Leslie Scoville*

**HEARINGS**

- |                                     |                               |                                      |
|-------------------------------------|-------------------------------|--------------------------------------|
| • <i>Amanda V. Hart, R.N.</i>       | <i>Petition No: 2020-552</i>  | <i>Staff Attorney Brittany Allen</i> |
| • <i>Sandra J. Blanchette, R.N.</i> | <i>Petition No: 2020-431</i>  | <i>Staff Attorney Brittany Allen</i> |
| • <i>Nicholas Lewonszyck, LPN</i>   | <i>Petition No: 2017-50</i>   | <i>Staff Attorney Diane Wilan</i>    |
| • <i>Denise Ambrose, R.N.</i>       | <i>Petition No: 2019-751</i>  | <i>Staff Attorney Brittany Allen</i> |
| • <i>Heather Spaulding, RN</i>      | <i>Petition No: 2019-1224</i> | <i>Staff Attorney Joelle Newton</i>  |

**This meeting will be held by video conference.**

[Board of Examiners for Nursing - Meeting/Hearings via Microsoft Teams](#)

The following is for voice connection only  
[+1 860-840-2075](#) - Conference ID: 128 488 624#

## **Board of Examiners for Nursing meeting 09/16/2020**

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

PCI provided a summary of program improvements over the past year and an analysis of faculty and student observations conducted by Debra Hessel, Acting Director of Nursing, Nancy Brunet, Assistant Director of Nursing and Sherry Greifzu, Program Consultant. The observations demonstrate compliance with clinical site policy and procedures by both the faculty and students and students demonstrate safe practice and compliance with course objectives.

### **St. Vincent's College:**

The Department made a visit to St. Vincent's College as the Nursing program offices, nursing skills laboratory and simulation laboratory were relocated to the Sacred Heart University main campus in Fairfield. The tour was led by Dr. Rosemarie Baker, Associate Professor and Chair, Associate Degree in Nursing Program. During the tour it was identified that the pertinent Nursing Education Programs and Licensure Requirements, General (20-90-45 to 20-90-50) were met including: the nursing skills laboratory that included 6 beds with adequate supplies and manikins, an interprofessional simulation laboratory that included 3 beds and one bassinette with adequate supplies and simulation manikins with a debriefing room, maintenance & safeguarding student records/information, library, faculty office spaces, conference rooms, computer and technology support, clerical staff, cafeterias/dining options, adequate parking options with a University shuttle and the campus is on a CT bus route.

### **University of Hartford:**

1. The Department made a visit to University of Hartford as a temporary nursing skills laboratory space was set up. The tour was led by Dr. Joyce Thielen, the BSN Program Director and Valerie Whynall, the Nursing Skills Laboratory and Simulation Coordinator. The laboratory space contained four exam tables, four "dorm beds", four overbed tables, two manikins (in boxes), four otoscopes and ophthalmoscopes, six thermometers, ten pulse oximeters and Personal Protective Equipment including gloves, goggles, gowns, masks and hand sanitizer. There were no sinks in this area for handwashing. This area will be used by 16-18 students in the Nursing 205: Health and Physical Assessment (syllabus provided) course. Ms. Whynall identified that the "hospital beds" are presently on back order and it was verified that the school had purchased four hospital beds and bedside stands on 06/22/2020.
2. Request for Curriculum changes:
  - a. Rationale for the change include to promote achievement of program outcomes and to meet the Commission on Collegiate Nursing Education (CCNE) accreditation standards. The program length and total number of credits are unchanged.

- b. A comparison of the current versus proposed curriculum was provided including the new courses, courses removed, courses repositioned and changes to course credits.
- i. New courses (syllabi provided)
    1. US 190: First Year Success- 1 credit
    2. HS 315: Human Nutrition- 3 credits
    3. NUR 202: Nursing Professionalism & Practice- 2 credits
    4. NUR 205 with Lab: Health & Physical Assessment- 4 credits
    5. NUR 210: Pharmacotherapeutics- 3 credits
    6. NUR 215: Pathophysiology- 3 credits
    7. NUR 465: NCLEX: Preparing for Practice-2 credits
  - ii. Courses removed:
    1. UIS-University Interdisciplinary Studies-3 credits Freshman year.
    2. BIO 340: Medical Microbiology- 4 credits Sophomore year.
    3. NUR 101: Pre-Nursing Seminar- 1 credit Sophomore year.
    4. NUR 343: Diversity in Nursing-3 credits Junior year.
  - iii. Courses repositioned:
    1. CMM 110, 111 and 115; Communication
    2. NUR 340: Health Assessment (into 205)
    3. SOC 110: Introduction to Sociology
    4. M114: Everyday Statistics
    5. NUR 446: Pharmacology Synthesis (to Nur 210)
    6. NUR 334: Seminar in Nursing Research
    7. NUR 315: Informatics for Health Care Clinicians
  - iv. Changes to course credits:
    1. NUR 101 to Nur 202: 1 credit to 2 credits.
    2. NUR 340 to Nur 205: 3 credits to 4 credits.
    3. NUR 432 to Nur 455: 3 credits to 6 credits.
    4. NUR 471: 7 credits to 6 credits.
    5. NUR 482: 4 credits to 2 credits.
- c. Impact of the changes in the currently enrolled students and the function and roles of graduates include the students were informed of the proposed changes, reviewed the curriculum and the changes with their academic advisors. The proposed changes are intended to enhance the logical structure and scaffolding of the curriculum, promote achievement of expected outcomes and prepare future nurses with strong critical thinking and clinical judgment skills.
- d. Timeline for change: to begin in the academic year 2020-2021. The plan for evaluation includes the Master Evaluation Plan for the Program based on the CCNE Standards I, II, III and IV.

September 3, 2020

Dept. of Public Health,  
410 Capitol Avenue,  
PO Box 340308, MS#12HSR  
Hartford, CT 06134-0308

Dear Ms. Bouffard and Board members.

Please find attached for review, the September submission for Porter and Chester Institute .

Sincerely,



Debra Hessell MSN Ed  
Acting Director of Nursing

[dhessell@porterchester.com](mailto:dhessell@porterchester.com)

## Porter and Chester Institute Practical Nurse Program Update

This document contains a detailed summary of the steps taken by Porter and Chester Institute's ("PCI") Practical Nursing program over the past twelve months and an analysis of faculty and student observations following a series of site visits conducted by Debra Hessell, Acting Director of Nursing, Nancy Brunet, Assistant Director of Nursing and Sherry Greifzu, PN Program Consultant. The purpose of these visits was to evaluate the effectiveness of faculty training and knowledge of PCI policy and procedures, and clinical competence of faculty instruction of students at clinical sites.

### Program Improvements

The following is an outline of changes made to the PCI PN program:

- Instituted monthly in-service training, including but not limited to HIPAA/FERPA, infection control in clinical setting in a COVID-19 environment, student retention/engagement, and From Practitioner to Educator workshop;
- Increased the frequency of faculty observations within the classroom and clinical environment to no less often than monthly using standardized evaluation criteria for the specific environment;
- Took affirmative action to address deficiencies noted with faculty who failed to meet the requirements of individual improvement plans;
- Reviewed program text, curriculum content, course objectives and outcomes with any revisions being made where identified;
- Transitioned to a new Learning Management System to include new course content, updated test banks and presentation material;
- Reviewed program outline for future program revisions (planned 2021)
- Integrated NCLEX review questions and outcomes into all courses;
- Revised and updated Seminar course to integrate the Virtual Live Review into the course to improve NCLEX outcomes;
- Revised and updated lab and clinical competency checklists to ensure consistency of evaluation
- Instituted "just in time" correction; and
- Purchase of 2 Laerdal, Nursing Anne high fidelity simulators per campus to facilitate and enhance student's clinical skills, utilizing cloud based simulation scenarios created by the NLN.

To validate the changes to the program, PCI engaged an independent nursing consultant to undertake an external review of the PN Program. The Consultant has presented her reports to the Board over previous months. In brief, her findings include:

- The curriculum is robust and is relevant to the Scope of Practice for the Licensed Practical Nurse;
- Curriculum content and adjunct learning materials support course objectives;
- Clinical lab objectives show consistency in training and evaluation with dynamic student interaction and integration of NCLEX outcomes; and
- Clinical site visit evaluation presented to the Board in August 2020, highlighted compliance with professional practice, school and policy practice and procedures and knowledge of the LPN scope of professional practice.

### **Clinical Site Evaluation Visit**

As previously stated, a series of clinical site evaluations were recently undertaken to observe faculty and students during their clinical experience. The observations were performed by Debra Hessell, Acting Director of Nursing, Nancy Brunet, Assistant Director of Nursing and Sherry Greifzu, PN Program Consultant.

Prior areas identified as needing strengthening were

- Pre and post conference consistency;
- Posting of patient assignments prior to the student's arrival at the nurses' station or, in an agreed upon area with the nursing unit;
- Ability of students to locate policies and procedures;
- Observation of privacy rules;
- Understanding facility policy;
- Patient privacy patient ID verification;
- Foaming in/out consistency;
- Patient consent and DNR status;
- Adherence to medication administration policy;
- O<sub>2</sub> administration and titration;
- Cleaning of equipment per facility policy;
- Correct disposal of sharps; and
- Adherence to PCI uniform policy

Currently, PCI has 6 clinical sites open to students. Each site was visited by 2 separate observers. The findings are below:

- Faculty held pre and post conferences;
- Patient assignments were posted with consent clearly noted;
- Students and faculty were asked to locate policies and were able to do so. It was noted that some facilities have print versions available, others are electronic;
- All faculty and students were observed knocking on doors prior to entering and foaming in and out of rooms. Some facilities have hand sanitizer on the wall outside in between patient rooms, others have sanitizer in the patient rooms and, on the outside of the room;
- All were aware of the location of patient consent and DNR orders. Some are located within the paper record; others are uploaded into the EMR;
- Med-pass was observed at 3 facilities. Medication rights were followed and the patient was identified appropriately prior to administration. If the patient did not have a wristband, facility policy was followed to identify the correct patient;
- HIPAA was observed when accessing the EMR, medical records were not left unattended
- Students and faculty were fully aware that students were not permitted to titrate O<sub>2</sub>.
- Equipment was cleaned per facility policy;
- Students were dressed according to PCI policy; and
- The Scope of Practice was discussed and students were fully aware the LPNs do not "assess," they collect data and report findings to the RN

In summary, the findings from the site visits, demonstrate compliance with clinical site policy and procedures from both a faculty and student perspective. Students demonstrate safe practice and compliance with their course objectives, as evidenced within the above narrative.

# **UNIVERSITY OF HARTFORD**

COLLEGE OF EDUCATION,  
NURSING AND HEALTH PROFESSIONS

## **Department of Nursing**

**NUR 205: Health and Physical Assessment**  
**Fall 2020 CRN 44197/44198/44340/44342**

**Credits:** 4 credits 2 hours class/2 hours lab

**Time/Place:** 9:55-12:35 Tuesday and Thursday

**Faculty:** Karen Braccialarghe, RN, MSN

**E-mail:** BRACCIALA@hartford.edu

**Phone:** x4213

**Office Hours:** By appointment

### **Course Description:**

This course explores the concepts of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality care, and evidence-based practice. Health and physical assessment is the foundation of all nursing practice, thus, students will develop the knowledge, skills, and attitudes necessary to perform a holistic health assessment of diverse individuals. Health promotion, disease and injury prevention and teaching/learning in a multicultural environment will be stressed. The laboratory focus is on the performance of assessment skills through data collection, analysis, and interpretation.

*Disclaimer: Faculty reserves the right to make modifications in content and schedule necessary to promote the best education possible, within conditions affecting the course.*

**Prerequisite(s):** Matriculation in the Bachelor of Science in Nursing Program. BIO 122, BIO 212, CH 114, CH 136, PSY 105

**Co-requisite(s):** NUR 202

This course addresses relevant criteria of the AACN *Essentials of Baccalaureate Education* (see [www.aacn.nche.edu/Education/bacessen.htm](http://www.aacn.nche.edu/Education/bacessen.htm)) and the Quality and Safety in Nursing Education (QSEN) competencies.

### **Outcomes:**

#### **Student Learning Outcomes and Assessments:**

*Upon completion of this course, the student will be able to:*

<b>Learning Outcome</b>	<b>AACN</b>	<b>QSEN</b>	<b>Assessment</b>
1. Integrate principles from the physical and behavioral sciences in the development of health history and physical assessment skills.	I	1, 2, 3, 5, 6,	ATI modules Blood Pressure Clinic Competency Assessment Exams Functional Health History Paper Simulation & Skills Lab Practicum

Learning Outcome	AACN	QSEN	Assessment
2. Complete a health history that assesses protective and predictive factors, including lifestyle, genetic, genomic, and environmental risk, to identify current and potential problems and promote health across the lifespan.	I, VI	1, 2, 3, 5, 6,	Exams Functional Health History Paper Simulation & Skills Lab Practicum
3. Use standard terminology in a simulated care environment that reflects nursing's unique contribution to patient outcomes.	IV, VIII	1,5, 6	Blood Pressure Clinic Simulation & Skills Lab Practicum Exams
5. Use evidence-based practice to guide health teaching, health counseling, and screening for the adult patient.	III, IV, VII	1, 2, 3, 5, 6	Blood Pressure Clinic Functional Health History Paper Simulation & Skills Lab Practicum
6. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.	VIII	1, 2, 3, 5, 6,	Blood Pressure Clinic Competency Assessment Functional Health History Paper Simulation & Skills Lab Practicum
7. Demonstrate competency and safety in the application of psychomotor skills necessary to perform a health assessment.	II, VIII, IX	1, 2, 5, 6,	Blood Pressure Clinic Competency Assessment Simulation & Skills Lab Practicum
8. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, and environmental health assessments using developmentally and culturally appropriate approaches.	I, VIII, IX	1, 2, 3, 5, 6,	Functional Health History Paper Simulation & Skills Lab Practicum
9. Develop client teaching plan, using appropriate technologies that reflect developmental stage, age, culture, spirituality, client preferences, and health literacy considerations to foster patient engagement in his/her care.	I, VII, IX	1, 2, 6, 7, 9	Functional Health History Paper Health promotion and injury prevention presentation
10. Utilize effective communication techniques to gather and record health assessment data.	I, IX	1, 2, 3, 5, 6,	ATI Blood Pressure Clinic Functional Health History Paper Simulation & Skills Lab Practicum Exams

**AACN KEY:** These objectives address relevant criteria of the AACN *Essentials of Baccalaureate Education*. (See: <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>)

**CURRICULUM KEY:** QSEN: 1- Patient-centered care; 2- Teamwork and collaboration 3- Evidence-based practice; 4-Quality improvement ; 5-Safety; 6-Informatics

**Required Texts:**

1. ATI Nursing (2016). *Content Mastery Series Review Module: Fundamentals for Nursing* (9th ed.) Assessment Technologies Institute.
2. Wilson, S.F., & Giddens, J.F. (2017). *Health assessment for nursing practice* (6<sup>th</sup> ed.). Elsevier.  
ISBN-978-323-37776-8
3. University of Hartford, *Nursing Student Handbook*.

These texts will be utilized in subsequent semesters/classes.

**Teaching Format:**

Classes will include lectures, class discussions, NCLEX style questions, case studies, and applied learning in the nursing skills laboratory.

**Course Grading and Progressing in the Nursing Program:**

A minimum final course grade of 77 is required and the following must also be achieved in each course as applicable to successfully progress in the Nursing major:

- An average of 77 or better on all quizzes, tests, and exams AND
- Earn a *Satisfactory or Pass* in all clinical/skills based components or assessments AND
- Lab grade of 77 or better.

**Note:** If a student has not achieved a 77 average on quizzes, tests, exams; the lab; and/or pass clinical, the highest grade achievable in this course is a C, regardless of other work completed.

GPA	Letter Grade	Numeric Evaluation Value
4.00	A	94-100
3.67	A-	90-93
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	64-66
0.67	D-	60-63
0.00	F	00-59

**Methods of Evaluation:**

1. Classroom Assessments	
Exams (there will be 3, each worth 20% of the total grade)	60 %
Final Exam (comprehensive)	25 %
Complete Health History Paper	15%
Skills Lab	
Competency Assessment Exam I	Pass/Fail
Final Competency Assessment Exam	Pass/Fail
3. ATI	
<b>Tutorials</b>	Pass/Fail
<b>Skills Modules 2.0</b>	Pass/Fail
<b>Nurse Logic Tutorials</b>	Pass/Fail
<b>Learning System RN</b>	Pass/Fail
<b>Video Case Studies</b>	Pass/Fail
	<b><u>Total:</u> 100%</b>

**Hybrid Courses:**

For hybrid courses the instructor reserves the right to change the class any week during the semester from online to on-campus, or from on-campus to online. This may be necessary in case of a weather event or an unexpected class schedule change. Therefore, everyone is expected to keep open the designated class time for each week of the semester.

**Class Recording Policy:**

Video and audio recordings of class lectures may be part of the classroom activity. Video and audio recordings are used for educational use/purposes and may be made available to all students presently enrolled in the course. The University of Hartford prohibits students from making audio and/or video recording of class lectures absent the express written consent of the instructor or speaker. Students may not reproduce such recordings, share them with those not in the class, or upload them to other online environments. Students who record class lectures without express permission may be subject to disciplinary action.

**Online Course Policy: Basic Etiquette for an Online Class**

Please show up on time at the scheduled time.

Please find a quiet place, free of distractions (siblings, pets, parents, televisions).

Maintain RESPECT in speaking, writing and *appearance*.

Stay on mute. Please click the “raise hand” button if you would like to contribute.

Video needs to remain on ON to promote focus. Eye contact should be maintained.

Refrain from chewing gum, eating or drinking in front of the camera.

If you are unable to meet these expectations, please communicate your concerns prior to the start of the class. **Remember, this is a class, so treat it as such.**

**Academic Expectations**

Everyone is expected to maintain academic integrity by properly citing all work. Follow APA format for citing references. Inadequate citing of any work by another author and plagiarism, whether inadvertent or otherwise, will result in a failed grade. Any form of academic misconduct is not acceptable under any circumstance per university policy. Please review policies at <https://www.hartford.edu/current-students/student-handbook/>

**Diversity Statement:**

<https://www.hartford.edu/about/diversity-inclusion/default.aspx>

**Students with Disabilities:**

<https://www.hartford.edu/academics/academic-support/accessibility-services/>

**Class Cancellations:**

For information regarding class cancellations due to inclement weather please check your [hartford.edu](http://hartford.edu) email account or the [www.hartford.edu](http://www.hartford.edu) website for up-to-date information. Be sure to check your Self-Service account Personal Information to be sure your cell phone number is listed. The Text Alert system can then notify you of cancellations, closings, or other emergency information. (Once your cell phone is in the Self-Service system, you no longer have to re-register each year to receive text alerts.) Should the Nursing Programs office decide to cancel Nursing classes even though the University is open, a decision will be made by 2:00pm and

posted on the Blackboard Community site. For information about University closings and the Text Alert system go to: [http://www.hartford.edu/news/weather\\_closing.aspx](http://www.hartford.edu/news/weather_closing.aspx).

### **BSN Essentials:**

**This course explores the AACN Essentials for Professional Nursing practice:**

- I. Liberal Education for Baccalaureate Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Health Care Policy, Finance, and Regulatory Environments
- VI. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

### **RN-BSN Learning Outcomes**

1. Synthesize concepts from the arts, humanities, and the natural and social sciences in professional nursing practice.
2. Apply leadership and organizational skills to provide quality care for diverse populations across a variety of settings.
3. Evaluate and apply evidence-based research and practice to improve patient outcomes.
4. Demonstrate skills in using information technology, information systems, and communication tools that support safe nursing practice.
5. Articulate the influence of policy, finance, and regulatory environments on healthcare outcomes and nursing practice.
6. Manage knowledge and support decision making using best practices in interprofessional communication and collaboration to optimize patient outcomes.
7. Apply principles of health promotion and disease prevention with populations in diverse settings.
8. Demonstrate professional values that are indicative of moral, ethical, and legal conduct.
9. Demonstrate evolving competence in clinical reasoning and professional nursing practice across the healthcare continuum.

## Lab Dates

<b>Week</b>	<b>Topic</b>	<i>Tuesday 8:30am</i>	<i>Tuesday 2:10pm</i>	<i>Thursday 9:55am</i>	<i>Friday 8:30am</i>
1	Co-Vid 19 Infection Prevention, The Nursing Process & Therapeutic Communication	9/1/20	9/1/20	9/3/20	9/4/20
2	Communication for Interviewing, Obtaining a Health History, Cultural Assessment & Social Determinants of Health	9/8/20	9/8/20	9/10/20	9/11/20
3	Equipment for Physical Assessment, General Inspection, Vital Signs & Pain Assessment	9/15/20	9/15/20	9/17/20	9/18/20
4	Vital Signs	9/22/20	9/22/20	9/24/20	9/25/20
5	Mental Health Assessment & Hair, Skin and Nails Assessment	9/29/20	9/29/20	10/1/20	10/2/20
6	Head, Eyes, Ears, Nose, Throat Assessment & Musculoskeletal Assessment	10/6/20	10/6/20	10/8/20	10/9/20
7	Neurological Assessment	10/13/20	10/13/20	10/15/20	10/16/20
8	Putting It All Together – Everything So Far	10/20/20	10/20/20	10/22/20	10/23/20
9	Respiratory Assessment	10/27/20	10/27/20	10/29/20	10/30/20
10	Cardiac & Peripheral Vascular Assessment	11/3/20	11/3/20	11/5/20	11/6/20
11	Abdominal Assessment	11/10/20	11/10/20	11/12/20	11/13/20
12	Putting It All Together – Head To Toe Assessment	11/17/20	11/17/20	11/19/20	11/20/20
13	Nutritional Assessment	11/24/20	11/24/20	<i>Online Module</i>	<i>Online Module</i>
14	Breast Assessment & Reproductive/Urinary Assessment	12/1/20 <i>*virtual*</i>	12/1/20 <i>*virtual*</i>	12/3/20 <i>*virtual*</i>	12/4/20 <i>*virtual*</i>
15	Final Exams	TBD	TBD	TBD	TBD

## TOPICAL OUTLINE AND LEARNING ACTIVITIES:

### Module 1: August 25, 2020-September 24, 2020

This module will include:

- Introduction to Health Assessment
- The Nursing Process/Communication Techniques
- The Interview Process
- Documentation of Data
- Equipment for Physical Assessment
- General Inspection and Measurement of Vital Signs/Pain and Cultural Assessment

Exam 1 will include Module 1 and will be given September 22nd and September 24th (Tuesday and Thursday)

August 27<sup>th</sup>: All Students to Complete Online/Blackboard Activity/Discussion

Topics	Learning Objectives Upon completion of this unit the student will:	Learning Activities
<p><b><u>Introduction to Health Assessment</u></b></p> <p><b>Week #1: September 1st September 3rd</b></p> <ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Review syllabus &amp; course requirements</li> <li>• Purpose of Health Assessment</li> <li>• Components of Health Assessment</li> <li>• Communication Skills</li> <li>• The Nursing Process</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the course syllabus requirements for successful completion of course.</li> <li>2. Describe ways to maintain client confidentiality, privacy and professional boundaries within the context of social media</li> <li>3. Use therapeutic communication techniques to provide client support.</li> <li>4. Discuss methods to overcome barriers to communication.</li> <li>5. Recognize characteristics of verbal &amp; non-verbal communication.</li> <li>6. Discuss the use of the nursing process in clinical judgment.</li> <li>7. Explain the Healthy People 2020 initiative and its relevance to assessments, patient teaching, and prevention of disease.</li> </ol>	<p><b>Required Reading:</b></p> <p>Wilson &amp; Giddons Chapter 1, 2</p> <p><b>Learning Activities</b></p> <p>ATI: Video Case Studies RN 2.0:(TUT469226)</p> <ul style="list-style-type: none"> <li>• Nursing Process</li> <li>• Therapeutic Communication</li> </ul>

<p><b>Week #2:</b>  <b>September 8th</b>  <b>September 10th</b></p> <ul style="list-style-type: none"> <li>• Communication for Interviewing</li> <li>• Obtaining a Health History</li> <li>• Cultural Assessment</li> </ul>	<p>8. Discuss Health Promotion and Health Protection</p> <ol style="list-style-type: none"> <li>1. Provide a therapeutic and confidential environment when approaching a client.</li> <li>2. Describe professional boundaries within the context of social media.</li> <li>3. Use therapeutic communication techniques to provide client support.</li> <li>4. Discuss methods to overcome barriers to communication.</li> <li>5. Describe the information that must be gathered for each system of a health history.</li> <li>6. Collect personal, health, and developmental histories that consider genetic, environmental, and genomic influences and risks.</li> <li>7. Screen for alcohol dependencies.</li> <li>8. Collect medication history needed for medication reconciliation.</li> <li>9. Discuss assessing activities of daily living (ADL</li> <li>10. Identify types of human violence.</li> <li>11. Describe cultural phenomenon that impact health care</li> <li>12. Documentation of Data</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 1, 2, 5</p> <p><b>Learning Activities:</b>  ATI Tutorial:(TUT469233)</p> <ul style="list-style-type: none"> <li>• Nurse's Touch: Professional Communication</li> </ul> <p>ATI Video Case Studies RN (TUT469226)</p> <ul style="list-style-type: none"> <li>• Cultural Diversity</li> </ul>
<p><b>Week #3:</b>  <b>September 15th</b>  <b>September 17th</b></p> <ul style="list-style-type: none"> <li>• Techniques and Equipment for Physical Assessment</li> <li>• General Inspection and Measurement of Vital Signs</li> <li>• Pain Assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the information considered in the four areas of a general survey: physical appearance, body structure, mobility, and behavior.</li> <li>2. Describe equipment used during an examination</li> <li>3. Describe the use of auscultation, inspection, palpation, and percussion as physical examination techniques.</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 3, 4, 6</p> <p><b>Learning Activities:</b>  ATI Skills Module 2.0</p> <ul style="list-style-type: none"> <li>• Vital Signs</li> </ul>

	<ol style="list-style-type: none"><li>4. Describe the measurement of assessing temperature, pulse, respirations and blood pressure, including the various routes of temperature and special considerations for each vital sign.</li><li>5. Recognize non- verbal cues to pain.</li></ol>	
--	--	--

<b>Week #4: September 22nd September 24th</b>	<b>Exam 1: Chapters 1, 2, 3, 4, 5, 6</b>
---	--

**Module 2: September 29, 2020-October 22nd**

- **This module will include:**
- **Mental Health Assessment**
- **Skin, Hair and Nails**
- **Head, Eyes, Ears, Nose, and Throat**
- **Musculoskeletal System**
- **Neurological Assessment**

**Exam 2 will include Module 2 and will be given October 20th and October 22nd (Tuesday and Thursday).**

<b>Topics</b>	<b>Learning Objectives</b> <b>Upon completion of this unit the student will:</b>	<b>Learning Activities</b>
<p><b>Week #5:</b> <b>September 29<sup>th</sup></b> <b>October 1st</b></p> <ul style="list-style-type: none"> <li>• <b>Mental Health Assessment</b></li> <li>• <b>Skin, Hair, and Nails</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Values the components of the mental status examination.</li> <li>2. Screen for suicide thoughts.</li> <li>3. Describe a focused assessment of the hair, skin and nails.</li> <li>4. Describe the differentiation between normal and abnormal skin color for various ethnic groups.</li> <li>5. Incorporate health promotion concepts and education when performing an assessment of the hair, skin, and nails.</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 7, 9</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Nurse Logic Tutorials Module 3: “Priority Setting Frameworks” &amp;</li> <li>• Module 4: “Testing Remediation</li> </ul>
<p><b>Week #6:</b> <b>October 6<sup>th</sup></b> <b>October 8th</b></p> <ul style="list-style-type: none"> <li>• <b>Head, Eyes, Ears, Nose and Throat</b></li> <li>• <b>Musculoskeletal System</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the focused assessment of the head, face, neck, eyes, ears and nose, mouth and throat.</li> <li>2. Identify age-related changes in the eye.</li> <li>3. Discuss the three most common causes of decreased visual functioning in the older adult.</li> <li>4. Define pupillary light reflex, fixation, and accommodation.</li> <li>5. Differentiate amongst the types of hearing loss.</li> <li>6. Identify the effects of some of the age-related changes that take place in the mouth.</li> <li>7. Incorporate health promotion concepts and education when performing an assessment of</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 10, 14</p> <p><b>Learning Activities:</b></p>

<p><b>Week #7:</b> <b>October 13<sup>th</sup></b> <b>October 15<sup>th</sup></b></p> <ul style="list-style-type: none"> <li><b>Neurologic System</b></li> </ul>	<p>the head, face, neck, eyes, ears, nose and throat.</p> <ol style="list-style-type: none"> <li>Discuss the focused assessment of the musculoskeletal system</li> <li>Describe the shape and surface landmarks of the spine.</li> <li>Incorporate health promotion concepts when performing an assessment of the abdomen and musculoskeletal systems.</li> </ol> <ol style="list-style-type: none"> <li>Discuss the focused assessment of the neurological system.</li> <li>Name and assess the function of each of the 12 cranial nerves.</li> <li>List the neurological changes in the aging adult.</li> <li>Recognize signs and symptoms of a stroke.</li> <li>Clarify the three different neurologic examinations.</li> <li>Incorporate health promotion concepts and education when performing an assessment of the neurological system.</li> <li>Screen for suicide thoughts.</li> <li>Values the components of the mental status examination.</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 15</p> <p><b>Learning Activities:</b> Nurse Logic 2.0 TUT469224</p>
---	--	--

**Week #8: October 20<sup>th</sup> - October 22<sup>nd</sup>      Exam 2: Chapters 7, 9, 10, 14, 15**

**Module 3: October 27<sup>th</sup>-November 19<sup>th</sup>**

**This module will include:**

- **Lungs and Respiratory System**
- **Heart and Peripheral Vascular System**
- **Abdomen and Gastrointestinal System**

**Exam 3 will include Module 3 and will be given November 17<sup>th</sup> and November 19<sup>th</sup> (Tuesday and Thursday)**

<p style="text-align: center;"><b>Topics</b></p>	<p style="text-align: center;"><b>Learning Objectives</b></p> <p style="text-align: center;"><b>Upon completion of this unit the student will:</b></p>	<p style="text-align: center;"><b>Learning Activities</b></p>
<p><b>Week #9:</b>  <b>October 27<sup>th</sup></b>  <b>October 29<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Lungs and Respiratory Systems</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the focused assessment of the respiratory system</li> <li>2. Identify the characteristics of normal breath sounds.</li> <li>3. Differentiate abnormal breath sounds.</li> <li>4. List abnormal findings of the thorax.</li> <li>5. Identify the developmental changes in the aging adult</li> <li>6. Incorporate health promotion concepts when performing a respiratory assessment</li> </ol> <hr/> <ol style="list-style-type: none"> <li>7. Review A &amp; P</li> <li>8. Discuss immunizations for respiratory health</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 11</p>
<p><b>Week #10:</b>  <b>November 3<sup>rd</sup></b>  <b>November 5<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Heart and Peripheral Vascular System</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the focused assessment of the cardiovascular and peripheral vascular systems.</li> <li>2. Describe the characteristics of heart sounds.</li> <li>3. List the pulses accessible to the cardiovascular examination.</li> <li>4. Cite the risk factors associated with heart disease and stroke.</li> <li>5. List the risk factors for venous stasis.</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 12</p>

<p><b>Week #11:</b>  <b>November 10<sup>th</sup></b>  <b>November 12<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Abdomen and Gastrointestinal System</b></li> <li>• <b>Putting it all together</b></li> </ul>	<ol style="list-style-type: none"> <li>6. Differentiate arterial versus venous insufficiency</li> <li>7. Incorporate health promotion for the cardiovascular and peripheral vascular systems.</li> <li>8. Incorporate health promotion concepts and education when performing an assessment of the cardiovascular and peripheral vascular systems.</li> </ol> <ol style="list-style-type: none"> <li>1. Describe the techniques required for an abdominal Assessment</li> <li>2. Identify the organs located within the four quadrants of the abdomen.</li> <li>3. Discuss the focused assessment of the abdominal system.</li> <li>4. Identify pertinent topics that must be reviewed during the abdominal portion of the health history.</li> <li>5. Interpret findings obtained during inspection, auscultation, percussion and palpation of the abdomen.</li> <li>6. Incorporate health promotion concepts when performing an assessment of the abdomen.</li> <li>7. Use professional communication skills to gather subjective data in a health history.</li> <li>8. Use recommended techniques to perform a complete history and physical examination.</li> <li>9. Apply critical thinking related to the complete health assessment.</li> </ol>	<p><b>Required Reading:</b></p> <p>Wilson &amp; Giddons  Chapter 13</p> <p><b>Learning Activities:</b></p> <p><b>ATI Skills 2.0</b></p> <ul style="list-style-type: none"> <li>• Physical Assessment of an Adult</li> </ul>
--	--	---

<p><b>Week #12:</b>  <b>November 17<sup>th</sup></b>  <b>November 19<sup>th</sup></b></p>	<p><b>Exam 3: Chapters 11, 12, 13</b></p>
---	---

**Module 4: November 24-December 10**

**This module will include:**

Topics	Learning Objectives Upon completion of this unit the student will:	Learning Activities
<p><b>Week #13: November 24<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Nutritional Assessment</b></li> </ul> <p><b>Week #14: December 1<sup>st</sup> December 3<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Breasts and Axillae</b></li> <li>• <b>Reproductive System and the Perineum</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Value the importance of a nutritional assessment.</li>   <li>1. Outline the changes observed during the perimenopausal period.</li> <li>2. Incorporate health promotion concepts when performing an assessment of the male and female genitourinary system, colon and prostate.</li> <li>3. Discuss the importance of teaching testicular self-examination as health promotion during assessment.</li> <li>4. Describe developmental care for examination of the anal, rectal, and prostate structures</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 8</p> <p><b>Learning Activities:</b></p> <p><b>ATI:</b> The Communicator 2.0 TUT479497</p> <p>Virtual Interaction: Clients and their nutritional needs</p> <p>Wilson &amp; Giddons Chapter 16, 17</p>

**Week #15: Final Exam: Date and Time To Be Determined**

## Functional Health History Assignment

1. Using provided Functional Health History (FHH) framework as an organizational guide, you will document a health assessment that reflects all the functional patterns and a related physical exam on a client of your choice (the client cannot be the same person from a previous year).
2. Information for each pattern will be documented as subjective and objective data on the FHH worksheet.
3. Identify the problems and an actual or potential
4. At the end of the worksheet include the **top three** nursing problems
5. Create a genogram for your client. This may be handwritten.
6. Write a Healthy People 2020 paragraph pertaining to your client.  
<https://www.healthypeople.gov/2020/topics-objectives>
7. The Functional Health History Paper is to be in APA format and typed, including a title page, Healthy People 2020 assignment and reference page.

### FUNCTIONAL HEALTH HISTORY DUE :

#### LATE SUBMISSIONS WILL NOT BE ACCEPTED.

NUR 205- Grading Rubric for Functional Health History Paper

	<b>OUTSTANDING</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>NOT INCLUDED</b>
<b>Content/ clarity</b>  30 points	Data collected is consistently pertinent and accurate. No omissions <b>30</b>	Data collected is fairly accurate. Minimal omissions <b>25</b>	Data collected is incomplete or inaccurate <b>10</b>	No data collected <b>0</b>
<b>Subjective vs Objective data</b>  20 points	Consistent differentiation of subjective and objective data <b>20</b>	Fairly consistent differentiation of subjective and objective data <b>16</b>	Inconsistent differentiation of subjective and objective data <b>10</b>	No differentiation of subjective and objective data <b>0</b>
<b>Genogram</b>  10 points	All components present; 3 generations, key with labels <b>10</b>	Partially complete; missing generation or 1 error in formatting <b>7</b>	Incomplete; no generations or some formatting of genogram <b>3</b>	No genogram included <b>0</b>
<b>Formatting</b>  5 points	Correct APA formatting consistently on title and reference page <b>5</b>	Most formatting done in APA <b>3</b>	Some use of APA formatting but many errors <b>1</b>	No APA formatting <b>0</b>

	<b>OUTSTANDING</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>NOT INCLUDED</b>
<b>Grammar spelling</b> 5 points	No errors in spelling, grammar, or punctuation <b>5</b>	Minimal errors (<5) in spelling, grammar, or punctuation <b>3</b>	Multiple errors (>5) in spelling, grammar, or punctuation <b>1</b>	Excessive errors, poor grammar and no punctuation <b>0</b>
<b>Nursing Problem</b> 10 points	Identifies 3 components of diagnosis statement (PES). <b>10</b>	Identifies 2 components of diagnosis statement (PES). <b>7</b>	Diagnosis not written in PES format. <b>3</b>	No diagnosis written <b>0</b>
<b>Prioritizing</b> 10 points	Ranks 3 diagnoses in order of priority <b>10</b>	Ranks 2/3 diagnoses in order of priority. <b>7</b>	Ranks 1/3 diagnoses in order of priority. <b>3</b>	Priority not addressed <b>0</b>
<b>Healthy People 2020</b> 10 points	Topic identified and completely summarized relevant to client <b>10</b>	Topic identified with minimum summarization relevant to client <b>7</b>	Topic identified not relevant to client. <b>3</b>	No data provided for Healthy People 2020 <b>0</b>

Total = \_\_\_\_\_/100  
Comments:

**GRADING**

**NUR 205 – Health and Physical Assessment of the Adult  
Skills & Simulation Lab Addendum**

**Fall 2020**

**Scheduled Labs:**

**Skills Lab Coordinator:**

Office:

Office Phone:

Email:

**Instructors:**

**Skills Lab Location**

**LAB OBJECTIVES & LEARNING ACTIVITIES**

<b>Lab 1</b>	<b>Objectives</b>	<b>Learning Activities</b>
Basic Infection Control	<i>Apply principles of infection control when demonstrating appropriate hand hygiene techniques.</i>	Prior to lab, complete Lab Manual Study Guide questions: Chapter 1: 3, 5, 6, 8 Chapter 3: 1 through 12  ATI Skills Modules 2.0  HIPPA* Infection Control*  *(Pre-test, lesson & post-test. Bring certificate of completion of post-test with you to skills lab. This is your ticket to lab.)
Professionalism Safety Privacy	<i>Use WIPES acronym to provide principles of infection control, professionalism, privacy and safety when providing care for a client.</i>	
Communication & Interview Techniques	<i>Use various therapeutic communication techniques when interviewing a simulated client.</i>	
<b>Lab 2</b>	<b>Objectives</b>	<b>Learning Activities</b>

<p>Vital Signs &amp; Documentation</p>	<p><i>Demonstrate correct technique for assessing a temperature using an electronic &amp; tympanic thermometer.</i></p> <p><i>Assess a heart rate using the radial and apical pulse.</i></p> <p><i>Accurately assess a respiratory rate and O2 saturation.</i></p> <p><i>Apply the 2-step method to measure blood pressure.</i></p> <p><i>Assess client for pain management using a standard tool.</i></p> <p><i>Accurately report and record vital signs and pain using appropriate medical terminology and documentation tools.</i></p>	<p>Prior to lab, complete Lab Manual Study Guide questions:  Chapter 8: 1, 3-5, 7, 8 (older, acutely ill)  Chapter 9: 1, 5, 6, 8, 10, 13, 14, 16, 17  Chapter 10: 2-7</p> <p>ATI Skills Modules 2.0</p> <p>Vital Signs*</p> <p>*(Pre-test, lesson &amp; post-test. Bring certificate of completion of post-test with you to skills lab. This is your ticket to lab.)</p>
<p><b>Lab 3</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Health &amp; Heritage History  Skin Hair Nails</p>	<p><i>Utilize Braden and Norton skin assessment tools on partner and simulated patient.</i></p> <p><i>Teach Self- Skin Assessment for melanoma screening.</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective assessment data.</i></p>	<p>Prior to lab, complete Lab Manual Study Guide questions:  Chapter 4: 3, 4, 5  Chapter 7: 4, 5, 7, 8  Chapter 12: 4, 5, 9, 11, 12</p> <p>ATI Skills Modules 2.0  Physical Assessment of an Adult:  Integument, Eye examination, Ear, nose and throat examination</p> <p>(These are located in 'Lesson' under 'Accepted practice' &amp; 'Step-by-Step viewing')</p>
<p><b>Lab 4</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>

<p>Mental Status Assessment</p> <p>Cranial Nerve Testing</p> <p>EENT</p>	<p><i>Perform the Mini-Mental Status Examination (MMSE) on partner to determine mental status.</i></p> <p><i>Demonstrate appropriate techniques for testing each of the 12 cranial nerves.</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective cranial nerve assessment data.</i></p> <p><i>Demonstrate proper and safe use of an otoscope &amp; ophthalmoscope.</i></p> <p><i>Document and communicate ocular, ear and upper respiratory structure assessment data using appropriate medical terminology.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 5: 1-4 Chapter 23: 6, 7, 12 Chapter 14: 7, 8, 13 Chapter 15: 3, 5, 8 Chapter 16: 6, 11</p> <p><b>ATI Skills Modules 2.0: Physical Assessment of an Adult:</b> Neurological</p> <p>(Located in 'Lesson' under 'Accepted practice' &amp; 'Step-by-Step viewing')</p>
<p><b>Lab 5</b> <b>Oct 2, 3 &amp; 5</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p><i>Blood pressure clinic</i> <i>OPEN LAB</i></p>	<p><i>Review previous weeks assessment skills</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective cranial nerve assessment data.</i></p> <p><i>Participate in community health education</i></p>	<p>Review: <b>ATI Skills Modules 2.0</b></p> <p>"Step-by-Step Viewing" videos: Infection Control; HIPPA; and Physical Assessment of Adult (topics covered through lab week 5)</p>
<p><b>Lab 6</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Mid-term Competency Assessment I</p> <p><i>Vital Signs Demonstration</i></p>	<p><i>Demonstrate correct technique for assessing vital signs.</i></p> <p><b>**Times will be assigned for Competency I Testing! **</b></p>	<p>Competency Assessment I</p>
<p><b>Lab 7</b> <b>Oct 16, 17 &amp; 19</b></p>		<p><b>Learning Activities</b></p>

<p>Cardiovascular Assessment</p>	<p><i>Identify normal and abnormal findings from the inspection, palpation, and percussion of the precordium.</i></p> <p><i>Auscultate normal and abnormal heart sounds including S1, S2, murmurs and rubs.</i></p> <p><i>Identify normal and abnormal findings from the general survey of the peripheral vascular system.</i></p> <p><i>Demonstrate palpation of arterial pulses (brachial, radial, femoral, popliteal, posterior tibial, dorsalis pedis).</i></p> <p><i>Document and communicate cardiovascular data using appropriate medical terminology.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 19: 1, 4, 5, 12, 14, 16 Chapter 20: 2, 10, 12, 13</p> <p><b>ATI Skills Modules 2.0</b></p> <p><b>Vital Signs: Pulses*</b></p> <p><b>Physical Assessment of an Adult: Cardiac examination*</b></p> <p>*(Located in 'lesson' under 'Accepted Practice' &amp; 'step-by-step viewing')</p>
<p><b>Lab 8</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Respiratory &amp; Breast Assessment</p>	<p><i>Identify normal breath sounds and abnormal sounds including crackles, wheezes, rhonchi and stridor.</i></p> <p><i>Correctly locate anatomical landmarks on a peer's thorax.</i></p> <p><i>Document and communicate respiratory data using appropriate medical terminology.</i></p> <p><i>Individualize a respiratory assessment based on patient's condition, age, gender and culture.</i></p> <p><i>Assess and manage the care of a client with impaired ventilation gas exchange</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective respiratory assessment data.</i></p> <p><i>Perform a breast assessment on a breast model.</i> <i>Teach a self-breast exam.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 17: 5, 9 Chapter 18: 7-18 (do all of 18)</p> <p><b>ATI Skills Modules 2.0</b> <b>Module: Physical Assessment of an Adult: Respiratory*</b></p> <p>(*located in 'lesson' under 'Accepted Practice' &amp; 'Step-by-step viewing')</p>
<p><b>Lab 9</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Abdominal Assessment Musculoskeletal Assessment Nutritional Assessment</p>	<p><i>Identify anatomical landmarks that guide the assessment of the abdomen.</i></p> <p><i>Collect subjective and objective data during the inspection, auscultation, percussion, and palpation of the organs within the abdominal cavity.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 21: 1, 3-9, 11, 13 (label illustration)</p>

	<p><i>Collect subjective and objective data related to the musculoskeletal system.</i></p> <p><i>Identify normal and abnormal joint range of motion, muscle strength, mobility, gait and coordination.</i></p> <p><i>Document and communicate abdominal and musculoskeletal assessment data using appropriate medical terminology.</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective abdominal and musculoskeletal assessment data.</i></p> <p><i>Complete a Mini-Nutritional Assessment on a client.</i></p>	<p>Chapter 22: 2-5</p> <p><b>ATI Skills Modules 2.0:</b>  <b>Modules:</b> Abdominal examination &amp; Musculoskeletal examination</p> <p><b>ATI Tutorial:</b> Nurse's Touch: Wellness and Self-care  <b>Module:</b> Self-Care: Eating Healthy and Maintaining a Healthy Weight</p>
<b>Lab 10</b>	<b>Objectives</b>	<b>Learning Activities</b>
Putting It All Together	<i>Demonstrate a systematic head-to-toe assessment utilizing appropriate subjective and objective data gathering techniques</i>	<b>Practice, practice, practice</b>
<b>Week 11</b>	<b>Objectives</b>	<b>Learning Activities</b>
Con't Putting It All Together	<p><i>Demonstrate a systematic head-to-toe assessment utilizing appropriate subjective and objective data gathering techniques</i></p> <p><i>Complete a situational assessment on a simulated client.</i></p>	<p>Continue Lab Manual from previous week.</p> <p><b>Practice, practice, practice</b></p>
<b>Week 12</b>	<b>Objectives</b>	<b>Learning Activities</b>
Final Competency Testing	<i>Achieve a minimum of 77% or better for the physical assessment lab competency practicum.</i>	

## **Health and Physical Assessment Competency Criteria for Grading**

### **PASS**

- Achieves overall Satisfactory score of 77% for Health Assessment Competency
- Adheres to the physical exam time limits\*
- Introduces self to client in a timely manner
- Properly drapes and protects the client from unnecessary exposure
- Uses equipment and supplies correctly and safely
- Performs exams in an organized, systematic, safe, and timely manner
- Consistently pronounces terms correctly
- Consistently uses correct terminology

### **FAIL**

- Receives Unsatisfactory score (<77%) for Health Assessment Competency
- Fails to adhere to the exam time limits\*
- Does not explain procedure to client
- Fails to drape or protect the client from unnecessary exposure
- Fails to use equipment and supplies safely and correctly
- Fails to perform the exam in an organized manner
- Omits or performs exam incorrectly or unsafely
- Consistently pronounces terms incorrectly
- Consistently uses incorrect or unprofessional terminology
- \*one point deduction for each minute over time limit for competency test

**2020 COMPETENCY ASSESSMENT I (15 minute time limit)**

Student Name:

Start time:

Stop time:

Faculty evaluator:

<b>VITAL SIGNS (1 point for each skill step)</b>	<b>Score</b>	<b>Comments</b>
W- Wash hands		
I- Introduces self and patient identification. Check for allergies		
P- Privacy, confidentiality		
E- Explains procedure and asks for questions		
S- Safety, bed at lowest position, call bell		
States normal ranges for oral adult temperature		
Demonstrates correct measurement of oral temperature using electronic thermometer		
States normal adult pulse range		
Demonstrates correct pulse measurement		
States normal adult respiratory rate		
Correctly assesses respirations		
States normal BP ranges for adult		
Demonstrates correct measurement of BP using 2-step method		
Assesses pain using pain scale		
O2 Saturation		

Score: \_\_\_\_\_ / 15

**NUR 205 Final Lab Exam Preceptor Grading Sheet  
Complete Physical Exam Assessment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Objectives:**

1. The student will perform a physical exam while adhering to the principle of medical asepsis, client safety, client privacy and body mechanics by:

- a) Following proper procedures for medical asepsis when providing care to the client.
- b) Ensuring the client is in a safe location during practice.
- c) Providing the client privacy during procedure.
- d) Ensuring proper body mechanics are utilized when providing care.

	<b>Points Possible</b>	<b>Points Earned Comments</b>
Perform hand hygiene	2	
Introduces self and state role, purpose and duration of interaction	1	
Provide privacy and safety	2	
Temperature with stated normal ranges	1	
Radial pulses with stated normal ranges	2	
Pulse Oximetry with ranges	1	
Respiratory rate	1	
<b>General Survey</b>		
<b>General appearance:</b> Look at patient and describe assessing for general state of health, grooming, hygiene, manner, affect, speech, facial expression, and mobility.	2	
<b>Mental Status:</b> Describe level of consciousness (alert), asks patient where s/he is (orientation), what object is in your hand (object identification), and when s/he was born (memory).	2	
<b>Skin:</b> Describe assessing skin for color, uniformity, pallor, jaundice, cyanosis, lesions, and abnormal moles.	2	
<b>Head</b>		
<b>Palpate:</b>	2	

Palpate the top of head, then to forehead, and describe assessing for lumps, tenderness, lesions, scalp scaliness, and parasites (lice). State that you would wear gloves when doing this part of the exam.		
---	--	--

	<b>Points Possible</b>	<b>Points Earned</b> <b>Comments</b>
<b>Thyroid:</b> Palpate for movement with swallowing	1	
<b>Neck:</b> Obtain carotid pulse – one side	1	
<b>Eyes (Both eyes)</b>		
<b>Inspect eyelids:</b> Describe assessing for lesions, ptosis, and edema	1	
<b>Inspect conjunctiva (palpebral):</b> Describe assessing for pallor, erythema, and drainage	1	
<b>Inspect sclerae:</b> Describe inspecting sclerae for petechiae and jaundice.	1	
<b>Inspect cornea:</b> Describe inspecting for opacities and clouding	1	
<b>Check Pupils</b> Are they equal, round, reactive to light and accommodation?	1	
<b>Assess Extraocular Eye Movements</b> Assess the 6 cardinal fields of EOM (CN III, IV, VI)	2	
<b>Mouth and Pharynx</b>		
<b>Inspect lips:</b> Describe assessing color, moisture, and lesions.	1	
<b>Inspect tonsils, and posterior pharynx of mouth:</b> Check for erythema, swelling, and exudate.	2	
<b>Lungs and Thorax</b>		
<b>Inspect and describe:</b> Normal AP/Transverse diameter, labored and any other abnormal breathing pattern (e.g. dyspnea).	3	
<b>Palpate Posteriorly:</b> For thoracic expansion: Describe movement of thumbs apart normal is equal distance in both directions.	3	
<b>Correctly demonstrated tactile fremitus and egophony</b>	2	

	<b>Points Possible</b>	<b>Points Earned Comments</b>
<b>Percuss lung fields posteriorly:</b> Describe sound of resonance (hollow).	2	
<b>Percuss for CVA tenderness (only one side).</b>	1	
<b>Auscultate posterior lung fields:</b> Describe 3 normal breath sounds and expected locations (vesicular on inspiration and expiration).	5	
<b>Describe lobes and locations</b>	2	
<b>Heart and Precordium</b>		
<b>Inspect the precordium:</b> Describe inspecting for pulsations, heaves and palpate for thrills.	2	
<b>Auscultate precordial landmarks:</b> (Aortic, Pulmonic, Erb's point, and Tricuspid) describing S1 and S2 and which is loudest at each point.	5	
<b>Auscultate apical rate (mitral area/PMI):</b> Describe rate and rhythm (regular or irregular). State you would auscultate for a full minute.	2	
<b>Abdomen</b>		
<b>Inspect abdomen:</b> Describe assessing for distention, color, umbilicus, and pulsations.	2	
<b>Auscultate bowel sounds in all 4 quadrants:</b> Verbalize if none or if hypoactive, normoactive or hyperactive. (Listen for only 5-15 seconds but state normally would listen up to 5 minutes in each quadrant, if abnormal)	2	
<b>Auscultate abdomen:</b> Describe auscultation for bruits.	2	

	<b>Points Possible</b>	<b>Points Earned Comments</b>
<b>Percuss the 4 quadrants:</b> Identify predominant notes of tympany and dullness (liver, spleen, full bladder).	2	
<b>Lightly palpate 4 quadrants:</b> Describe assessing for tenderness, softness, rigidity, and masses.	2	

<b>Peripheral Vascular</b>		
<b>Palpate one leg for temperature:</b> Using dorsum of hand.	1	
<b>Capillary refill:</b> Check on one toe and one finger .	2	
<b>Palpate one leg for edema:</b> Near dorsalis pedis, medial malleolus, and tibia.	2	
<b>Palpate for pulses:</b> On one side of body: carotid, brachial, radial, posterior tibial, dorsalis pedis (describe where you would palpate for femoral and popliteal)	2	
<b>Homan's sign</b> (dorsiflexion of foot with pain in calf)	2	
<b>Neurological/Musculoskeletal</b>		
<b>Coordination:</b> Demonstrate finger-to-nose test.	1	
<b>Muscle Strength:</b> Demonstrate shoulder strength assessment (CN XI)	1	
Demonstrate strength test of arm muscles against resistance.	2	
Demonstrate strength test of leg muscles against resistance.	3	
<b>Demonstrate 2 sensory function tests:</b> <b>Temperature</b> (can use cold side of tuning fork), <b>Light touch</b> (can use a cotton ball), <b>Vibrations</b> can use tuning fork over bony prominences); <b>Position</b> of fingers and toes (kinesthesia); <b>Ability to recognize objects</b> in hand with eyes closed (stereognosis); <b>Ability to "read" a number</b> by having it traced on skin with eyes closed (graphesthesia).	6	

	<b>Points Possible</b>	<b>Points Earned Comments</b>
<b>Demonstrate 1 reflex on one arm:</b> Biceps, triceps, or brachioradialis	2	
<b>Demonstrate 1 reflex on one leg:</b> Patellar, Achilles, or plantar.	2	
Assist patient to stand.	1	
<b>Demonstrate spine check for scoliosis, assess hip height to check for discrepancy.</b>	2	
<b>Assess gait pattern.</b>	1	
<b>Demonstrate Romberg test.</b>	1	

<b>Terminate the physical exam with the patient and identify any areas for follow-up care.</b>	2	
<b>Total actual points for demonstration</b>		
Possible Score = 100 100-97 = 35 points / 96-93 = 34 points / 92-88 = 33 points / 87-84 = 32 points / 83-80 = 31 points / 79- 76 = 30 points / 75-72 = 29 points / 71-68 = 28 points		

# **UNIVERSITY OF HARTFORD**

## **COLLEGE OF EDUCATION, NURSING AND HEALTH PROFESSIONS**

DEPARTMENT OF NURSING

### **Pre-Licensure Bachelor of Science in Nursing (BSN)**

#### **Proposed Changes to Approved Curriculum**

##### **Introduction**

The University of Hartford proposes to implement changes to its pre-licensure BSN program which was initially approved by the State Board of Examiners for Nursing in March 2019. According to the Department of Public Health Nursing Education Programs and Licensure Requirements General, Section 20-90-45 (18), “major curriculum changes” are defined as significant deviations in content or length from a currently approved education program”. The changes proposed below were not perceived as reflecting significant changes in content, but rather rearranging of content by incorporating some of the existing content in separate, discreet courses or changing the sequence of some of the courses. The length of the program remains the same with these proposed changes; total number of credits is unchanged. After discussing these changes with Ms. Helen Smith, the program administrator was advised to submit the proposed changes for review and action by the Board.

##### **Description of proposed changes as per Section 20-90-47 (d)(1)**

###### **(A) rationale for the change:**

Through ongoing review of best practices in nursing education as well as review of evolving professional accreditation guidelines and national accreditation standards, it was decided that changes were necessary, prior to start of the nursing courses for the first cohort of nursing students, to promote achievement of program outcomes and meet the Commission on Collegiate Nursing Education (CCNE), accreditation standards, particularly Standard III, Program Quality: Curriculum and teaching-Learning Practices, key element III-F: The curriculum is logically structured to achieve expected student outcomes. Based on curriculum meetings with our new faculty who will be primarily responsible to teach in the pre-licensure BSN program, it was decided that the placement of some of the curriculum content needed to be altered and some content needed more emphasis earlier on in the curriculum to provide students with a more logical sequencing of learning experiences.

As a result of this review, two separate courses were introduced, pathophysiology and nutrition, to highlight important foundational knowledge. Although pathophysiology and nutrition were integrated in previously approved clinical nursing courses, it was determined that discreet courses in these two content areas were needed to strengthen student preparation for clinical practice and ultimately, the national licensing exam and nursing practice. At the same time, we wanted to eliminate duplication of content and maximize learning opportunities in the program. As a result, the microbiology course was eliminated as it was discovered that these concepts

were already covered in other science courses required in the program as well as approved nursing courses. The details of these changes are provided below:

**(B) comparison of current versus proposed curriculum**

**Year One: No change to curriculum**

### Approved Freshman Year

Fall			Credits	Spring			Credits
BIO	122	Introductory Biology I	4	BIO	212	Anatomy & Physiology I	4
CH	114	Principles of Chemistry I	4	CH	136	Principles of Chemistry II	4
HS	140	Introduction to Health Professions I	2	UIS		University Interdisciplinary Studies	3
PSY	105	Introduction to Psychology	3	WRT	111	Academic Writing II	3
WRT	110	Academic Writing I	3	HS	141	Introduction to Health Professions II	2
			16				16

### Proposed Freshman Year- No change

Fall			Credits	Spring			Credits
BIO	122	Introductory Biology I	4	BIO	212	Anatomy & Physiology I	4
CH	114	Principles of Chemistry I	4	CH	136	Principles of Chemistry II	4
HS	140	Introduction to Health Professions I	2	CMM	110 or 111 or 115	Communication in the Digital Age or Business and Prof. Comm. or Improving Comm. Skills	3
PSY	105	Introduction to Psychology	3	HS	141	Introduction to Health Professions II	2
WRT	110	Academic Writing I	3	WRT	111	Academic Writing II	3
U.S	190	First Year Success	1				
			17				16

### Approved Sophomore Year

Fall			Credits	Spring			Credits
BIO	340	Medical Microbiology	4	SOC	110	Introduction to Sociology	3
PSY	132	Human Development	3	M	114	Everyday Statistics	3
BIO	213	Anatomy & Physiology II	4	UIS		University Interdisciplinary Studies	3
COM	110, 111, or 115	Communication	3	NUR	201	Foundation of Nursing Practice	6
NUR	101	Pre-Nursing Seminar I	1				
			15				15

### Proposed Sophomore Year

Fall			Credits	Spring			Credits
BIO	213	Anatomy & Physiology II	4	NUR	215	Pathophysiology	3
HS	315	Human Nutrition	3	NUR	201	Foundations of Nursing Practice	6
					201L	Lab	
				NUR	201C	Clinical	0
NUR	202	Nursing: Professionalism and Practice	2	NUR	210	Pharmacotherapeutics	3
NUR	205	Health & Physical Assessment	4	UIS		University Interdisciplinary Studies	3
NUR	205 L	Health & Physical Assessment Lab-added	0				
PSY	132	Human Development	3				
			16				15

- An additional credit was assigned to NUR 101, Pre-Nursing Seminar (fall of sophomore year) requiring a name and number change. The change in name and number was made to be consistent with new placement of course in program. It is now NUR 202 Nursing: Professionalism and Practice (2 credits). The rationale for the change is the amount of additional content to be delivered exceeded the one credit value.
- Through faculty discussions it was decided that, Health and Physical Assessment, as a key foundational component of nursing practice, should be repositioned in the curriculum to be in first semester sophomore year, rather than fall of junior year.
- M 1145 Everyday statistics, a required course for NUR 334 Seminar in Nursing Research, was moved from spring of sophomore year to fall junior year, so it is closer in sequence to nursing research, promoting better retention of prerequisite content.
- NUR 446 Pharmacology Synthesis was originally in fall senior year. Upon review, it was determined that this foundational content for nursing logically belonged earlier in the curriculum and so it was relocated to spring sophomore year and renumbered and renamed more appropriately.
- A discreet course in **nutrition** (fall sophomore year) was added. This is an existing course in the College's health sciences program and was originally planned as an elective in the BSN program. The U.S. has been experiencing an increase in rates of chronic diseases, such as obesity and diabetes. Many chronic diseases could be better managed by integrating appropriate nutritional strategies. The availability of proper nutrition has been identified as a social determinant of health; concepts that nurses must incorporate in their practice. Although nutritional concepts were integrated in clinical nursing courses, it was decided that given the importance of nutrition in promoting health and preventing disease, that a nutrition course should be required in the program. In addition, this course could provide an excellent opportunity for IPE across the College's health professions programs.

- A discreet **pathophysiology** course was added (spring sophomore year) to emphasize this important area of knowledge in the program. Although pathophysiological concepts were already integrated in clinical nursing courses, it was decided that a comprehensive course would provide a strong foundation that could then be reinforced in subsequent clinical nursing courses.

### Approved Junior Year

Fall			Credits	Spring			Credits
NUR	334	Seminar in Nursing Research	3	NUR	370	Maternal/Child Nursing	6
NUR	301	Medical/Surgical Nursing I	7	NUR	360	Psychosocial Issues in Nursing Practices	6
NUR	340	Health Assessment	3	NUR	343	Diversity in Nursing	3
UIS		University Interdisciplinary Studies	3				
			16				15

### Proposed Junior Year

Fall			Credits	Spring			Credits
M	114	Everyday Statistics	3				
NUR	301	Adult and Older Adult Health I	7	NUR	360	Psychosocial Issues in Nursing Practice	6
				NUR	360 C	Clinical	
NUR	301C	Clinical	0			Specialty labs	0
NUR	301L	Lab	0	NUR	370	Maternal/Child Nursing	6
SOC	110	Introduction to Sociology	3	NUR	370 C	Clinical	
UIS		University Interdisciplinary Studies	3	NUR	315	Informatics for Healthcare Clinicians	3
			16				15

- M1145 Everyday Statistics moved to fall Junior year from spring sophomore year.
- NU334 Seminar in Nursing Research was moved to fall senior. This was determined to be a more logical placement for this content area as students would have foundational knowledge and clinical context to better understand scientific inquiry concepts and their application in nursing practice.
- NUR 315 Informatics for Health care Clinicians was moved from spring senior year to spring junior year when students are in clinical sites using electronic health records and data driven decisions are discussed. The course number was changed to reflect placement in the curriculum.
- NUR 343 Diversity in Nursing was eliminated to avoid redundancy as the content will be threaded in all nursing courses.
- NUR 301 Medical/Surgical Nursing I - name changed to Adult and Older Adult Health I to reflect more contemporary language and reflect focus on older adults

### Approved Senior Year

Fall		Credits	Spring		Credits		
NUR	433	Population Health Nursing	3	NUR	482	Nursing Capstone Seminar	4
NUR	434	Population Health Service Learning	3	NUR	471	Medical/Surgical Nursing II	7
UIS		University Interdisciplinary Studies	3	NUR	510	Informatics for Healthcare Clinicians	3
NUR	446	Pharmacology Synthesis	3	HIS	300-500	Health Science Elective	3
NUR	432	Leadership in Nursing	3				
			15				17
<b>Total Credits:125</b>							

### Proposed Senior Year

Fall		Credits	Spring		Credits		
NUR	334	Seminar in Nursing Research	3	NUR	455	Leadership & Management of Care	6
NUR	433	Population Health Nursing	5	NUR	455 C	Clinical	0
NUR	433 C	Clinical	0	NUR	482	Nursing Capstone Seminar	2
NUR	471	Adult and Older Adult Health II	6	NUR	465	NCLEX : Preparing for Practice	2
NUR	471 C	Clinical					
NUR	471L	Lab					
UIS		University Interdisciplinary Studies	3	UIS		University Interdisciplinary Studies	3
			17				13
<b>Total Credits:125</b>							

- Course title for NUR 432-Medical-Surgical Nursing II, scheduled for spring senior year, was changed to Adult and Older Adult Health II to reflect and consider the growing aging population. The course was shifted to fall of senior year from spring as culmination of the various clinical specialty courses.
- NUR 432 Leadership in Nursing, originally in fall senior year, was moved to spring of senior year with a new course number and title, Leadership and Management of Care, to reflect contemporary language in nursing practice. This provides students with the opportunity to expand their knowledge of nursing practice to include leadership and management concepts at a time in the program when this knowledge would be more meaningful and relevant to them as they begin to transition into the professional role as they are simultaneously enrolled in the nursing capstone course.
- A credit reallocation occurred between the former Seminar course NUR 482 and the Leadership course because clinical credits were shifted to the leadership course from the seminar course. This did not result in overall credit change.
- M1145 Everyday Statistics moved up to Junior year
- **New course:** NUR 465 NCLEX-Preparing for Practice. In light of the new NCLEX test plan scheduled for 2023, it was deemed prudent to include a course to prepare for the exam

**(C) explanation of the effects of the change on: (i) currently enrolled students; (ii) functions and role of graduates of the proposed program;**

Fall 2019 was the first year of operation for this BSN Program. There were no changes in the curriculum plan that was submitted to the State for the first year students. The proposed changes would be in effect Fall 2020 for current sophomore students. All proposed changes described in this document were approved through the College's and University's curriculum approval processes in late January, 2020.

Students were notified of the proposed changes during the spring registration period, they reviewed the curriculum and the proposed changes with their academic advisors.

The proposed curricular changes considered the proposed upcoming changes in the AACN Essentials of Baccalaureate Education (which CCNE accredited programs are required to incorporate in their programs), which were to be voted on in spring 2020, but the vote was delayed due to Covid. The competency based domains aim to better describe the competencies required to be a safe and effective entry level practitioner. The intent of the proposed changes was to provide students with a curriculum that reflects the most up to date professional guidelines.

As previously mentioned, the proposed changes to the curriculum were intended to enhance the logical structure and scaffolding of the curriculum, promote achievement of expected outcomes, and prepare future nurses with strong critical thinking and clinical judgment skills.

**(D) timetable for implementation of the change; and (E) plan for evaluation of the change.**

The changes to the curriculum are intended to begin academic year 2020-2021. A previously submitted systematic evaluation plan will be used to determine program effectiveness.

# **US 190: First-Year Success Seminar (Nursing)**

## **University of Hartford, Fall 2020**

**Class Times:** Tuesdays, 10:20 AM – 11:10 AM

**Class Location:** Auerbach 320 & Zoom: <https://zoom.us/j/9949657582?pwd=akE5UzZjU1FFZG1OYmNQcjBqS1dvUT09>

**Instructor:** Yasmine Taha

**Email:** [ytaha@hartford.edu](mailto:ytaha@hartford.edu)

**Office Hours:** By appointment

### **Course Description**

The First-Year Success Seminar is intended to help you successfully adjust to university life. Through small group discussions, class activities, and course assignments you will embark on personal, professional, and social exploration to jumpstart your college experience. Topics covered in this course include university policies and resources, major requirements, registration procedures, goal setting and study skills, career development, and mental and physical wellness. You will also have the opportunity to engage with faculty and staff from your own college. This course will also help you identify opportunities to fulfill your first-year “pathways” in: Career Interest, Personal Interest, and Diversity, Equity & Inclusion.

### **Course Prerequisites**

Open to all first year college students

### **Course Format and Teaching Methods**

Teaching methods for this course will include lecture, video, class discussions, group work, and in-class/experiential exercises. The class meetings are intended to generate discussions. This course will require active student participation. Readings are intended to prepare you for the material to be discussed in class and must be completed prior to each class meeting. You may be asked to work in groups during class time to share your work, opinions and insights. In addition, various media will be used to facilitate the understanding of course topics.

### **Course Materials**

No textbooks are required. All supplemental readings will be posted on Blackboard.

### **Course Objectives**

- ✓ Successfully transition to university life
- ✓ Increase awareness of campus resources
- ✓ Strengthen support networks
- ✓ Gain information about academic scheduling, curriculum, and general education
- ✓ Develop effective Learning skills for college success
- ✓ Develop effective strategies for building resilience, wellness, and stress reduction
- ✓ Learn to respectfully engage with others from different backgrounds

### **Instructor Responsibilities**

- ✓ Help you acclimate to university life
- ✓ Expose you to a variety of resources on campus
- ✓ Provide you with a confidential resource to talk about academic and non-academic issues
- ✓ Help you make connections to other students and activities on campus
- ✓ Prepare you for spring coursework
- ✓ Be respectful

### **Topics Covered**

- ✓ Introduction to College and the University of Hartford
- ✓ Developing healthy college habits
- ✓ Diversity, equity, and inclusion
- ✓ Building resilience and reducing stress
- ✓ Getting involved on campus and in the community

- ✓ Best practices for learning and study skills
- ✓ Time and money management
- ✓ Policies and regulations
- ✓ Identifying values and goals
- ✓ Career exploration and readiness
- ✓ Curriculum review and spring registration

### **Attendance**

- ✓ Basic courtesies are expected. These include coming to class on time, listening to when others are speaking, keeping cell phones on silent and free from communications or distractions, etc.
- ✓ Attendance and participation in class is very important. If you miss a class because of illness or emergency please notify the instructor via email as soon as you can.
- ✓ Written assignments are expected on the date specified. Late assignments will lose 10% per each day unless you request an extension at least 48 hours before the due date. No assignment will be accepted more than a week late. Extenuating circumstances will be considered on an individual basis.
- ✓ Procedures for weather related closures/delays: Please listen to WTIC or watch WFSB, or check the University website for information on snow closings. Instructors will not know any sooner than you do about cancellations. All efforts should be made to attend class, though common sense about driving to campus given geographical locations and weather conditions should be considered.

### **Academic warnings**

Academic warnings will be submitted as and when required through Compass. Students are responsible for following up and creating an action plan to address any concerns.

### **Accommodations for Disabilities**

It is my desire to fully include all students in this course. Please discuss any desired accommodations with me as soon as possible. Documentation from Access-Ability Services will be required prior to providing substantive accommodations in this course. For more information regarding accommodations, including eligibility and available services, please visit Access-Ability Services, Auerbach Hall, Room 209.

### **Confidentiality**

Due to the nature of the course, you will be participating in a variety of discussions that may be personal in nature. Please respect the confidentiality of other students by keeping discussions confidential. Also, please note that confidentiality cannot be guaranteed since you must rely on other students to keep confidentiality. Anything shared with me will maintain confidentiality with the exception of information I am legally bound to divulge. Exceptions could include: possibility of harm to self or others, suspicion of child abuse, etc.

### **Grading**

You will receive a P or NP on your transcript based on:

- ✓ Active class participation (75%): 2 or more unexcused absences put you at risk of not passing the course. Active participation requires your presence, your engagement in the material for the day, and that you not be distracted by phones or other technology during the class.
- ✓ Completion of course assignments (25%): this class will not require a lot of outside work, so I expect assignments to be submitted on time unless you have an approved extension. Emergency situations will be considered on a case by case basis.

***\*Note: This syllabus is subject to change based on the needs of the class. Changes, if any, will be announced in class. Students will be held responsible for all changes.***

**Course Calendar:**

Week	Date	Topics	Activities	Assignments
Week 1	September 1 <sup>st</sup>	Introduction to University of Hartford	Syllabus Review/Hybrid Format Explained Intro Survey Keep Hawks Healthy Pledge Hartford 101 (Blackboard, Self-Service, Email)	Download LiveSafe app "Get To Know Me" Handout
Week 2	September 8 <sup>th</sup>	Campus Resources	Center for Student Success, Tutoring Center, GSU Offices, Public Safety, Residential Life Website Scavenger Hunt Activity	
Week 3	September 15 <sup>th</sup>	Study Skills & Learning Styles	Check In – How are you doing? Best practices for studying and test taking Determining your learning style	
Week 4	September 22 <sup>nd</sup>	Guest Speaker: Ces Thompson, Dean of College (ENHP) Self-Exploration & Identity	Who Are You? Values/Goals Privilege, Power, & Marginalization	
Week 5	September 29 <sup>th</sup>	Stress Management & Self Care	Stress Management Checklist Self-Care Assessment Healthy Habits Quiz CAPS, Public Safety	
Week 6	October 6 <sup>th</sup>	Financial Aid, FAFSA, and Financial Literacy	Let's review your Finance tab (self-service) FAFSA dates Financial Literacy PowerPoint	
Week 7	October 13 <sup>th</sup>	Time Management & Organization	"How am I spending my time?" Organization & Note Taking PowerPoint GPA Calculator	Time Management Calendar
Week 8	October 20 <sup>th</sup>	Pre-Registration/How to Create a Schedule/View Holds	Review Program Curriculum "How to Create a Schedule" PowerPoint	Create a Mock Schedule
Week 9	October 27 <sup>th</sup>	Interpersonal Relationships	Conflict Management Building Relationships	
Week 10	November 3 <sup>rd</sup>	Career Exploration and Future Planning	Career Center Services Exploring Career Paths	
Week 11	November 10 <sup>th</sup>	Knowing Policies & Regulations		
Week 12	November 17 <sup>th</sup>	Review Studying Habits/Preparing for Finals	Reviewing finals schedule	Study Timetable
Week 13	November 24 <sup>th</sup>	Thanksgiving Break – No class		
Week 14	December 1 <sup>st</sup>	Personal Reflections/End of the Semester	How are you feeling about finals? CSS Post Survey Group Reflections	

**\*\* University Closure/Class Cancellation:** In the event that the university has a closure or delayed start, it is your responsibility to check your University email for information about how the course content will be covered. I will email you via Blackboard in the event of a closure/delay with directions as to how to proceed.

# **HS 315 Syllabus**

## **Introduction to Human Nutrition Fall 2020**

### **COURSE INFORMATION AND POLICIES**

Welcome to HS 315, Introduction to Human Nutrition Fall 2020 (3 credits). This introductory nutrition course covers the fundamental concepts of human nutrition and diet, providing a foundation for the understanding that good nutrition is essential for proper physiological functioning of the human body. Issues related to the normal digestive process, essential dietary requirements, and effects of deficiencies are discussed. The goal of the course is to enrich your understanding and appreciation of food, water, and the interconnectedness of human health and food ecology. The course will allow you to learn about the role of nutrition science in health promotion and disease prevention independently utilizing the textbook and other assigned materials. The goal is to apply the principles that you have learned to benefit your own life, as well as those around you.

### **MANDATORY TEXTBOOK**

Nutrition & You, 4rd edition by Joan Salge Blake Modified Mastering with code ISBN 13: 978-0-13-416754-1 or 0321960874 Publisher: Pearson Education, Copyright: 2017 There are only two places to purchase this textbook with assurance that you will be receiving the correct text: U of H bookstore. Codes/materials purchased elsewhere may not be correct and will not be supported.

Tuesday & Thursday 12:45 – 14:00, Class will meet **12:45 -13:45**

### **CLASS STRUCTURE**

#### **READING/QUIZZES/ASSIGNMENTS**

The course is designed to enhance your personal nutrition and potentially professional knowledge in the future. You will be responsible and tested on materials covered in class from the text, reading assignments, other forms of media and/or group discussions. Reading the designated chapter in the text book prior to class is required. The quizzes and all assignments will be based on lecture material and discussion so attending class will be important. Also, the quizzes will take place at the start of class. If you are late, your time to take the quiz will be shortened. Also, if you are not present, you cannot take the quiz. No make-ups unless you are away at a sports event or have a serious illness. Please contact me so I'm aware of your absence. All assignments must be handed in on time to receive full credit.

## TEXTING AND ELECTRONIC USE POLICY

**No cell phone use during class**, if you are on your phone you will be asked to leave class for the day. Computers are to be used for class purposes and if found to be used for other reasons you will be asked to leave class for the day.

## CONDUCT

Students are to conduct themselves in accordance with the outlines and regulations listed under the Academic Honesty Policy from the University of Hartford's The Source. Please be sure to make yourself aware of the University policy. Cheating on assignments and plagiarism will be taken very seriously. The consequences will include one of the following: failure of the assignment, the associated segment of the total grade breakdown, or course (even if you are an A student). You may also be dismissed from the course or from the University of Hartford.

Additionally, you must conduct yourselves respectfully. Any disruptive behavior or disrespect towards the course, peers and teacher professor (email, texting etc.) will not be tolerated. Violation of this policy will result in immediate dismissal from the course.

### Course Schedule

DATE	TOPIC	CHAPTER
August 27	Introduction, Overview, Initial Nutrition topics	
September 1 & 3	What is Nutrition? & Tools for Healthy Eating	Ch. 1 & 2
September 8 & 10	The Basics of Digestion	Chapter 3
September 15 & 17	Carbohydrates	Chapter 4
September 22 & 24	Fats & Oils and Other Lipids	Chapter 5
Sept. 29 & Oct. 1	Proteins	Chapter 6
October 6 October 8	Quiz Vitamins	Chapter 7
October 13 & 15	Vitamins & Minerals	Chapter 7 & 8
October 20 & 22	Minerals & Alcohol, Wt Management	Chapter 8, 9 & 10

October 27 & 29	Food Diary Submitted, Nutrition & Fitness	Chapter 11
November 3 & 5	Consumerism & Sustainability	Chapter 12
November 10 & 12	Food Safety & Technology, Documentary	Chapter 13
November 17 & 18	Quiz - Life Cycle Nutrition: Pregnancy - Infancy	Chapter 14
November 24	Thanksgiving (we may need to connect if we are behind)	
December 1 & 3	Life Cycle Nutrition: Toddlers – Later Years	Chapter 15
December 8 & 10	Review - Test	
December 15	Test- date to be determined	

### **GRADING: Current Plans for grades and assignments**

#### **Class Assignments:**

Discussion Board = 20%

Journal = 15%

Food Diary = 15%

Documentary = 10%

Quizzes = 25%

Final Test = 15%

Total = 100%

Please contact me about any confusion or questions you have regarding the course material. The goal is for you is to achieve a final A grade! Let's work together as needed to make this happen.

BLACKBOARD (Bb) (<http://blackboard.hartford.edu>)

Our University of Hartford Blackboard site will be used to post course announcements and all other information.

#### **. COURSE OBJECTIVES:**

- . Identify the six categories of nutrition and their dietary sources as it relates to basic metabolism.

- . Learning how nutrition is an integral part of personal health and wellness.
- . Relate and apply physiological nutrition requirements and function in health and disease.
- . Compare standard nutrient needs throughout the life cycle, commonly seen disease states, and common nutritional deficiencies.
- . Discuss the role of nutrition with respect to general exercise of healthy individuals and those with health concerns.
- . Evaluate current literature and/or trends the public is being exposed to.
- . Topics may vary from these general guidelines per the discretion of the instructor and requests from the students.

## COURSE SPECIFIC EXPECTATIONS

Nutrition is an evolving subject and topics may be added during the semester. If you have nutrition questions you think are relevant to the class or have topics of interest to you, please email them to me. You're input can help make the class more relevant and interesting!

## STUDENTS WITH SPECIAL NEEDS:

The University of Hartford has two departments that provide services and accommodations to students who have disabilities. Contact the designated office that best matches the category of the diagnosed, documented department that supports the *primary* disability.

Potential accommodations will be determined by the appropriate department and students with accommodations must disclose these accommodations to faculty at least 2 weeks prior to an examination. Disclosure must occur in each class in which accommodations are requested. See pp 29-30 in the Student Manual of Academic and Clinical Policies for more details.

## Final grades will be assigned as follows:

### Refer to Manual

<u>Non-passing grades</u>	<u>Passing grades</u>	<u>Passing grades</u>
F = < 59.4	C = 72.5 - 76.4	B+ = 86.5 - 89.4
D- = 59.5 – 62.4	C+ = 76.5 - 79.4	A- = 89.5 - 93.4
D = 62.5 – 66.4	B- = 79.5 - 82.4	A = 93.5 -100
D+= 66.5 – 69.4	B = 82.5 - 86.4	
C- = 69.5 - 72.4		

Examples of what will affect your grade negatively: 1. Submitting assignments late. If it's 3 days late it will be a failed assignment. 2. Quizzes and test must be taken as indicated. 3. Any kind of disrespectful attitude.

## Assignment Rubric Quality/Time Management

4 (89.5 - 100) A	3 (79.5 - 89.4) B	2 (69.5 - 79.4) C	1-0 (< 59.4 - 69.4) D-F
<p>Work is submitted in a timely fashion, answering the question/s as indicated with critical thinking and accuracy. Responding with thoughtful comments and/or questions, analyzing relevant issues, refers to readings or other references and expanding the perspective on the topic.</p>	<p>Work is submitted in a timely fashion, answering the question/s as indicated with correctly but with limited thoughtful comments and/or questions, analyzing relevant issues with a limited scope, sometimes refers to readings or other references and expanding the perspective on the topic.</p>	<p><i>Work is not submitted in a timely fashion,</i> answers questions correctly but with limited thoughtful comments and/or questions, analyzing relevant issues with a limited scope, sometimes refers to readings or other references.</p>	<p>Work is not submitted in a timely fashion, does not thoroughly answer the question as requested.</p>

# UNIVERSITY OF HARTFORD

COLLEGE OF EDUCATION,  
NURSING AND HEALTH PROFESSIONS

## Department of Nursing

### NUR 202: Nursing: Professionalism and Practice

**Credits:** 2 credits

**Time/Place:** Monday or Wednesday 8:30-9:50 once per week

**Faculty:**

**E-mail:**

**Phone:**

**Office Hours:**

#### Course Description:

This course introduces the student to the major concepts and ideas forming the context of contemporary professional nursing practice including professional standards of practice, development of professional behaviors, socialization and evidence-based practice. Students are introduced to the AACN Essentials of Baccalaureate Education and the Quality and Safety Education for Nurses (QSEN) competencies that comprise the framework used in the nursing curriculum. The evolution of nursing, nursing practice, and nursing theory is explored. Students investigate health perspectives, social justice, and care of self and others. This course is intended to help students develop a beginning personal philosophy of nursing as well as a foundation for quality and safety in professional nursing practice.

This course addresses relevant criteria of the AACN *Essentials of Baccalaureate Education* (see [www.aacn.nche.edu/Education/bacessen.htm](http://www.aacn.nche.edu/Education/bacessen.htm)) and the Quality and Safety in Nursing Education (QSEN) competencies.

*Disclaimer: Faculty reserves the right to make modifications in content and schedule necessary to promote the best education possible, within conditions affecting the course.*

**Prerequisite(s):** Matriculation in the Bachelor of Science in Nursing Program. BIO 122, 212, CH 114, 136, PSY 105. **Co-requisites:** NUR 205

#### Student Learning Outcomes and Assessments:

*Upon completion of this course, the student will be able to:*

Learning Outcome	AACN	Curriculum	Assessment
1. Articulate the basic competencies, knowledge, skills and attitudes of the University of Hartford's Nursing curriculum model.	I, II, VIII	1, 2, 3, 4,5,6	Exams 1, 2, 3, Final Exam

Learning Outcome	AACN	Curriculum	Assessment
2. Identify that health care is delivered to diverse patients/families in a variety of settings along a continuum of care.	II, V	1, 2, 4, 6	Exams 1, 2, 3, Final Exam
3. Demonstrate an understanding of professional standards of practice, evaluation of practice, as well as responsibility and accountability for patient outcomes.	III, VI, VIII	1, 2, 3,4,5,	Personal Philosophy Paper Exams 1, 2, 3, Final Exam
6. Using technology to communicate and manage knowledge.	III, IV	1,6	Literature (Lit) Search Assignment
7. Use principles of effective communication.	I, IV, VI, VIII	1,2, 3, 6,	Theory Presentation Personal Philosophy Paper Class Discussion & Participation
8. Identify own strengths, limitations, and values in functioning as a member of a team.	VI, VIII	2, , 6,	Theory Presentation Personal Philosophy Paper Exams 1, 2, 3, Final Exam
9. Recognize the importance of quality and safety in the health care delivery system.	II, VIII	1,2,4	Exams 1, 2, 3, Final Exam
10. Describe the concept of evidence-based practice.	III	3,6	Lit Search Assignment
11. Recognize that professional nursing practice is grounded in theory.	I, II, III, VIII	1, 2	Theory Presentation Exams 1, 2, 3, Final Exam Lit Search Assignment
12. Grow in awareness of self as an individual entering the study of nursing.	VIII	1,2, 3	Personal Philosophy Paper Portfolio

**AACN KEY:** These objectives address relevant criteria of the AACN *Essentials of Baccalaureate Education*. (See: <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf> )

**CURRICULUM KEY: QSEN:** 1- Patient-centered care; 2- Teamwork and collaboration 3- Evidence-based practice; 4-Quality improvement; 5-Safety; 6-Informatics

**Teaching Methods:**

- ◇ Classroom discussion
- ◇ Audio visual presentations
- ◇ Reading Assignments
- ◇ Lecture/formal presentations
- ◇ Online discussion
- ◇ Group assignments/projects
- ◇ Student presentations/interaction
- ◇ Written assignments/Homework

**Evaluation Methods:**

**Exams:**

Exam #1	10%
Exam #2	10%
Exam #3	10%
Final Exam	<u>15%</u>
	45%

**Assignments:**

Theorist Presentation	15%
Personal Nursing Philosophy Paper (First Submission)	Unsatisfactory or Satisfactory
Personal Philosophy Final Draft & Portfolio	15%
Homework/Discussion Forums	10%
Class Participation	<u>15%</u>
	55%

**Course Grading and Progressing in the Nursing Program:**

A minimum final course grade of 77 is required and the following must also be achieved in each course as applicable to successfully progress in the Nursing major:

- An average of 77 or better on all quizzes, tests, and exams AND
- Earn a *Satisfactory or Pass* in all clinical/skills based components or assessments AND
- Lab grade of 77 or better.

**Note:** If a student has not achieved a 77 average on quizzes, tests, exams; the lab; and/or pass clinical, the highest grade achievable in this course is a C, regardless of other work completed.

GPA	Letter Grade	Numeric Evaluation Value
4.00	A	94-100
3.67	A-	90-93
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	64-66
0.67	D-	60-63
0.00	F	00-59

**Required Texts:**

- University of Hartford BSN Nursing Student Handbook. (2020). *[This will be distributed in class.]*
- Cherry, B. & Jacob, S. (2019). Contemporary Nursing 8<sup>th</sup> Edition. St. Louis, MO: Elsevier. ISBN: 978-0-323-55420-6

**Online Resources for Classes:**

- Quality and Safety Education for Nurses. <https://www.QSEN.org>
- Online resource for APA format questions  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- Medical Dictionary available online at: <https://www.medilexicon.com/dictionary>

## Academic Expectations

Everyone is expected to maintain academic integrity by properly citing all work. Follow APA format for citing references. Inadequate citing of any work by another author and plagiarism, whether inadvertent or otherwise, will result in a failed grade. Any form of academic misconduct is not acceptable under any circumstance per university policy. Please review policies at <https://www.hartford.edu/current-students/student-handbook/> .

### Diversity Statement:

<https://www.hartford.edu/about/diversity-inclusion/default.aspx>

### Students with Disabilities:

<https://www.hartford.edu/academics/academic-support/accessibility-services/>

### Class Cancellations:

For information regarding class cancellations due to inclement weather please check your [hartford.edu](http://www.hartford.edu) email account or the [www.hartford.edu](http://www.hartford.edu) website for up-to-date information. Be sure to check your Self-Service account Personal Information to be sure your cell phone number is listed. The Text Alert system can then notify you of cancellations, closings, or other emergency information. (Once your cell phone is in the Self-Service system, you no longer have to re-register each year to receive text alerts.) Should the Nursing Programs office decide to cancel Nursing classes even though the University is open, a decision will be made by 2:00pm and posted on the Blackboard Community site. For information about University closings and the Text Alert system go to: [http://www.hartford.edu/news/weather\\_closing.aspx](http://www.hartford.edu/news/weather_closing.aspx) .

## TOPICAL OUTLINE AND ASSIGNMENTS

Week/Date	Topic/Objectives	Assignments
<b>Week 1:</b>	<b>Syllabus Review</b>  <b>Review BSN Nursing Student Handbook</b>  <b>Portfolio construction</b>  <b>Theoretical Foundations of Nursing</b> <ol style="list-style-type: none"> <li>1. Explain the influence of nursing theory on a nurse's approach to practice.</li> <li>2. Describe types of nursing theories.</li> </ol>	Syllabus posted in Blackboard  Handbooks distributed in class  <b>Required Readings prior to class:</b> Cherry & Jacob, Chapter 1  <b>In class activities:</b> <ul style="list-style-type: none"> <li>● <i>Florence Nightingale Video</i></li> </ul>

Week/Date	Topic/Objectives	Assignments
	<ol style="list-style-type: none"> <li>3. Describe the relationship between nursing theory, the nursing process, and patient needs.</li> <li>4. Discuss selected theories from other disciplines.</li> <li>5. Discuss selected nursing theories.</li> <li>6. Describe theory-based nursing Practice</li> </ol>	<ul style="list-style-type: none"> <li>● <a href="https://m.youtube.com/watch?v=XkoaMawiZ-o">https://m.youtube.com/watch?v=XkoaMawiZ-o</a></li> <li>● Florence Nightingale impact on nursing <a href="https://youtu.be/wZFgynm6I8Y">https://youtu.be/wZFgynm6I8Y</a></li> <li>● Impact of nursing on patients</li> <li>● <a href="https://youtu.be/8E0xXa4FDfg">https://youtu.be/8E0xXa4FDfg</a></li> <li>● Nature at its worst, nursing at its best <a href="https://youtu.be/JPSbDq2NjDg">https://youtu.be/JPSbDq2NjDg</a></li> </ul> <p><i>Homework assignment due next class:</i> <i>What Kind of Learner are You?</i></p>
<p><b>Week 2:</b></p>	<p><b>Review BSN Nursing Student Handbook</b></p> <p><b>APA format review, Library Orientation and Access to Online Databases</b></p> <p><b>Library Orientation</b></p> <ol style="list-style-type: none"> <li>1. Oriented to Alumnae Library, holdings, periodicals and online databases.</li> <li>2. Access an online database under librarian supervision and then independently</li> <li>3. Perform a literature search for nursing theorists</li> <li>4. Distinguish between magazines and journals, utilizing peer-reviewed journals</li> </ol>	<p><b>Required Readings prior to class:</b></p> <p>“Quick and Guide” to APA</p> <p>Owl purdue link <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</a></p> <p>Owl purdue sample paper in APA format with notes <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_for_mating_and_style_guide/apa_sample_paper.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_for_mating_and_style_guide/apa_sample_paper.html</a></p> <p><b>In class activity:</b> Introduction to Theorist Presentation Project</p> <ul style="list-style-type: none"> <li>● Group selection and sign-up</li> <li>● Choose theorist</li> </ul>

Week/Date	Topic/Objectives	Assignments
		<p><b>Homework assignment due next class:</b></p> <ul style="list-style-type: none"> <li>● Forum post on professional nursing organizations</li> <li>● Response to 2 classmate's post</li> </ul>
<p><b>Week 3:</b></p>	<p><b>Nursing Today</b></p> <ol style="list-style-type: none"> <li>1. Discuss the development of professional nursing roles.</li> <li>2. Describe educational programs and professional nursing organizations available for nursing students and professional registered nurses.</li> <li>3. Describe the roles, licensure, and career opportunities for nurses.</li> <li>4. Discuss the importance of evidence based practice (EBP).</li> </ol>	<p><b>Required Reading prior to class:</b> Cherry &amp; Jacob, Chapters 2,4,6</p> <p><b>Homework assignment due next class:</b></p> <ul style="list-style-type: none"> <li>● Discussion board post in Blackboard. Post your own reflection in Blackboard and respond to 2 others.</li> <li>● Vecuronium vs Versed <a href="https://zdoggmd.com/incident-report-203/">https://zdoggmd.com/incident-report-203/</a></li> </ul>
<p><b>Week 4:</b></p>	<p><b>Introduction to Ethics, Values, &amp; Legal Implications</b></p> <p><b>Ethics and Values:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role of ethics and values in professional nursing.</li> <li>2. Examine and clarify personal values.</li> <li>3. Understand basic philosophies of health care ethics.</li> <li>4. Explain a nursing perspective in ethics.</li> <li>5. Apply critical thinking to ethical dilemmas.</li> </ol>	<p><b>Required Readings prior to class:</b> Cherry &amp; Jabob : Chapter 9</p> <p>ANA code of ethics <a href="https://www.nursingworld.org/coe-view-only">https://www.nursingworld.org/coe-view-only</a></p> <p><b>In class activities:</b></p> <ul style="list-style-type: none"> <li>● Review game</li> <li>● Legal issues case study</li> </ul> <p>Review: Vecuronium vs Versed <a href="https://zdoggmd.com/incident-report-203/">https://zdoggmd.com/incident-report-203/</a></p>

Week/Date	Topic/Objectives	Assignments
	<p>6. Discuss contemporary ethical issues.</p> <p><b>Legal Implications:</b></p> <ol style="list-style-type: none"> <li>1. Explain the legal concept of standard of care.</li> <li>2. Discuss the nurse's role in witnessing the informed consent process.</li> <li>3. Describe the legal responsibilities and obligations of nurses regarding the following federal statutes: Americans with Disabilities Act (ADA), Emergency Medical Treatment and Active Labor Act (EMTALA), Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Patient Self-Determination Act (PSDA).</li> <li>4. List sources for standards of care for nurses.</li> <li>5. Describe the nurse's role regarding a "do not resuscitate" (DNR) order.</li> <li>6. Define legal aspects of nurse-patient, nurse-health care provider, nurse-nurse, and nurse-employer relationships.</li> <li>7. List the elements needed to prove negligence.</li> <li>8. Describe the nursing implications associated with legal issues that occur in nursing practice.</li> </ol>	<ul style="list-style-type: none"> <li>• Josie King medical errors story, listen to your patients and their families <a href="https://m.youtube.com/watch?v=E4nQ7qP02rQ#dialog">https://m.youtube.com/watch?v=E4nQ7qP02rQ#dialog</a></li> </ul> <p><b>EXAM # 1:</b></p>
<p><b>Week 5: Exam 1</b></p>	<p><b>Culture &amp; Diversity In Nursing</b></p> <ol style="list-style-type: none"> <li>1. Describe cultural influences on health and illness.</li> <li>2. Explain how the many facets of culture affect a</li> </ol>	<p><b>Required Reading prior to class:</b> Cherry &amp; Jabob, Chapter 10</p> <p><i>In class activities:</i></p>

Week/Date	Topic/Objectives	Assignments
	<p>health care provider's ability to provide culturally congruent care.</p> <ol style="list-style-type: none"> <li>3. Describe health disparities and social determinants of health.</li> <li>4. Describe steps toward developing cultural competence.</li> <li>5. Describe the relationship between cultural competence and patient-centered care.</li> <li>6. Use cultural assessment to plan culturally competent care.</li> </ol>	<ul style="list-style-type: none"> <li>● Culture Tool</li> <li>● Culture Tool Wiki</li> <li>● DNA video &amp; activity <a href="https://youtu.be/tyaEQEmt5ls">https://youtu.be/tyaEQEmt5ls</a></li> <li>● <b>LGBT Healthcare Training Video: "To Treat Me, You Have to Know Who I Am"</b> <a href="https://youtu.be/NUhvJgxAac">https://youtu.be/NUhvJgxAac</a></li> <li>● Culturally competent care video: <a href="https://youtu.be/Dx4Ia-jatNQ">https://youtu.be/Dx4Ia-jatNQ</a></li> </ul> <p><i>Homework assignment due next class:</i></p> <ul style="list-style-type: none"> <li>● Form small groups</li> <li>● Go to the Google Doc form <a href="https://docs.google.com/document/d/1CcMEz5iY6mvLdzPDkSl3r4jvh3NWN8n4yiwfOn18Yf8/edit?usp=sharing">https://docs.google.com/document/d/1CcMEz5iY6mvLdzPDkSl3r4jvh3NWN8n4yiwfOn18Yf8/edit?usp=sharing</a></li> <li>● As a group, sign up for a topic.</li> <li>● Research the topic in a peer reviewed journal and be prepared to present research on the topic chosen in class next week.</li> </ul>
<p><b>Week 6:</b></p>	<p><b>Health Care Delivery</b></p> <ol style="list-style-type: none"> <li>1. Discuss the implications of health-care reform on the profession of nursing.</li> <li>2. Analyze the evolution of the health-care delivery system in the United States.</li> </ol>	<p><b>Required readings prior to class:</b> Cherry &amp; Jacob, Chapter 7.</p> <p><i>In class activity:</i></p> <ul style="list-style-type: none"> <li>● Presentation of homework assignment topics</li> </ul>

Week/Date	Topic/Objectives	Assignments
	<ol style="list-style-type: none"> <li>3. Analyze the evolution of the health-care delivery system in Canada.</li> <li>4. Evaluate the factors that influence the evolution of the health-care delivery system</li> <li>5. Synthesize the concerns surrounding the uninsured in the United States.</li> <li>6. Analyze industry efforts to manage health-care costs.</li> <li>7. Evaluate the efforts being made to ensure high-quality, cost-effective health care.</li> <li>8. Describe and list the levels and types of health-care delivery.</li> </ol>	
<p><b>Week 7:</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Describe aspects of critical thinking that are important to the communication process.</li> <li>2. Describe the five levels of communication and their uses in nursing.</li> <li>3. Describe the basic elements of the communication process.</li> <li>4. Identify significant features and therapeutic outcomes of nurse-patient helping relationships.</li> <li>5. Identify a nurse's communication approaches within the four phases of a nurse-patient helping relationship.</li> <li>6. Identify significant features and desired outcomes of nurse's health care team member relationships.</li> <li>7. Describe qualities, behaviors, and communication techniques</li> </ol>	<p><b>Required Reading</b> Cherry &amp; Jacob, Chapter 15, 19.</p> <p><i>In class activity:</i></p> <ul style="list-style-type: none"> <li>● <b>SBAR</b></li> <li>● <b>Case Studies</b></li> <li>● <b>ZdoggMD SBAR video</b> <a href="https://youtu.be/T9D3h3DFd1c">https://youtu.be/T9D3h3DFd1c</a></li> </ul> <p><i>Homework assignment due next class:</i></p> <ul style="list-style-type: none"> <li>● Complete Critical Thinking exercise posted in Blackboard</li> </ul>

Week/Date	Topic/Objectives	Assignments
	<p>that affect professional communication.</p> <ol style="list-style-type: none"> <li>8. Discuss effective communication techniques for older patients.</li> <li>9. Identify patient health states that contribute to impaired communication.</li> <li>10. Discuss nursing care measures for patients with special communication needs</li> </ol>	
<p><b>Week 8: Exam #2</b></p>	<p><b>Critical Thinking/clinical judgement</b></p> <ol style="list-style-type: none"> <li>1. Describe characteristics of a critical thinker.</li> <li>2. Discuss the nurse's responsibility in making clinical decisions.</li> <li>3. Discuss how reflection improves clinical decision making.</li> <li>4. Describe the components of a critical thinking model for clinical decision making.</li> <li>5. Discuss critical thinking skills used in nursing practice.</li> <li>6. Explain the relationship between clinical experience and critical thinking.</li> <li>7. Discuss the critical thinking attitudes used in clinical decision making.</li> <li>8. Explain how professional standards influence a nurse's clinical decisions.</li> <li>9. Discuss the relationship of the nursing process to critical thinking.</li> </ol>	<p><b>Required Reading Prior to Class:</b> Cherry &amp; Jacob, Strategies for Test Taking Success Chapter 3</p> <p><b><i>In class activity:</i></b></p> <ul style="list-style-type: none"> <li>● Critical Thinking Exercise</li> </ul> <p><b><i>Homework assignment due next class:</i></b></p> <ul style="list-style-type: none"> <li>● <b>Watch Fr. Greg Boyle compassion and caring video</b> <a href="https://www.youtube.com/watch?v=ipR0kWt1Fkc">https://www.youtube.com/watch?v=ipR0kWt1Fkc</a></li> <li>● Post a reflection in Blackboard. Be prepared to speak about your response to a classmates posted reflection</li> </ul>

Week/Date	Topic/Objectives	Assignments
<p><b>Week 9:</b></p>	<p><b>Caring through the lifespan</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role that caring plays in building the nurse-patient relationship.</li> <li>2. Compare and contrast theories on caring.</li> <li>3. Discuss the evidence that exists about patients' perceptions of caring.</li> <li>4. Explain how an ethic of care influences nurses' decision making.</li> <li>5. Describe ways to express caring through presence and touch.</li> <li>6. Describe the therapeutic benefit of listening to patients.</li> <li>7. Describe the nursing role in spirituality and patient care</li> </ol> <p><b>Portfolio Development</b></p> <ol style="list-style-type: none"> <li>1. Describe the components of a professional portfolio.</li> <li>2. Describe the components of a professional resume.</li> <li>3. Re-write your personal Philosophy of Nursing.</li> <li>4. Collect data that adds to your professional portfolio</li> <li>5. Write your personal resume.</li> <li>6. Identify personal references: character, academic and professional.</li> <li>7. Assemble your personal professional portfolio.</li> <li>8. Develop an inclusion and revision schedule to keep your portfolio current.</li> </ol>	<p><b>Required Reading prior to class:</b> Cherry &amp; Jacob, Chapter 5.</p> <p><i>In class activity:</i></p> <ul style="list-style-type: none"> <li>● <b>Look at Me Video</b> <a href="https://youtu.be/LDP83gejkoE">https://youtu.be/LDP83gejkoE</a></li> <li>● <b>Empathy</b> <a href="https://youtu.be/cDDWvj-q-08">https://youtu.be/cDDWvj-q-08</a></li> </ul> <p><b>Personal Nursing Philosophy First Draft Submission Due</b></p>
<p><b>Week 10:</b></p>	<p><b>Patient safety and quality</b></p> <ol style="list-style-type: none"> <li>1. Define the QSEN competencies</li> </ol>	<p>Case study. What are the errors? How could they have been avoided?</p>

Week/Date	Topic/Objectives	Assignments
	2. Describe the historical underpinnings of the IOM report 3. Explain how nurses are	
<b>Week 11:</b>	<b>NCLEX : what you need to know</b> <b>Self care and integrative practices</b>  1. Describe the principles of self care. 2. Identify three methods to relieve and manage stress. 3. Discuss the NCLEX exam and key tips for success	Group work. Practice questions
<b>Week 12:</b>	<b>Patient Education</b>  1. Discuss the philosophical difference between the terms “client” and “patient.” 2. Discuss the three domains of learning & six levels of understanding to develop client teaching plan. 3. Discuss commonly used teaching strategies and methods. 4. Compare the nursing process and teaching process for client education. 5. Discuss the necessity of nursing research as an essential component of education and practice. 6. Discuss the two most common research methods used, citing examples of each. 7. Discuss the emergence of evidence-based practice	<b>Required Reading prior to class:</b> Cherry & Jacob, Chapter 6  <b><i>Homework Assignment Due next week (to be presented in class):</i></b>  Create a brochure on a patient teaching topic using EBP principles (cite all sources used). (Don’t forget your reference librarian as a resource!)  You may work individually or in small groups, your choice!

Week/Date	Topic/Objectives	Assignments
	(EBP) and its significance to nursing.	
<b>Week 13:</b>	<b>Patient education brochure presentations</b>	<b><i>Homework Due:</i></b> Patient Education Brochure presented in class
<b>Week 14:</b> <b>EXAM # 3</b>	<b>Theorist Presentations</b>	<b>Portfolios Due with Nursing Philosophy Final Draft</b>
<b>Week 15</b>	<b>Final exam prep</b>	

## LITERATURE SEARCH ASSIGNMENT

**Go into University of Hartford library website-**

1. Select Electronic Databases then the CINAHL database. Select 'advanced search' then type in keywords: Nursing, OR Theorist, OR Framework (in separate boxes)- click SEARCH. How many results did you receive with this database?
2. Select 'Choose Databases' and select Medline & Academic Search Complete in addition to CINAHL. How many results did you receive with these databases?
3. Narrow this search down to only Peer Reviewed journals, no later than 5 years old. How many results did you receive?
4. Perform a new search with just the name of a nurse theorist. Leave all previous databases checked. How many results did you receive?
5. Choose one nursing research article about the nurse theorist no later than 5 years old, bring to class, and be prepared to discuss next week. **Submit a separate reference page of your one article in APA format.**

## THEORIST POWERPOINT PRESENTATION

You will perform the presentation in groups of three (3). You will be assigned a nursing theorist. The intent of this assignment is to encourage you to reflect on nursing theory, understand different nurse theorists, and relate theory to nursing practice. You must have at least **3 references, one of which must be a journal article from a professional nursing journal no more than 5 years old**. Each member of the group needs to present. The group must submit one copy of the reference list in APA format on the day of the presentation.

**The Presentation:** Your group will introduce your theorist and present to class using PowerPoint presentation software. Each will present an aspect of the theorist's: brief background and contribution(s) to nursing; overview of the model and how the model has been used; the paradigm, how does this theorist define the four pillars of the paradigm; ALWAYS end with a good summary . . . each group member taking the lead on one aspect, strict attention to TIME.

The presentation slides should cover the following general outline:

- I. *Introduction:* Who is the theorist? Give a brief background/history.
- II. *Theorist's definitions for each concept of the nursing paradigm.*
- III. *Application to nursing practice*

Relate the theory to a real life example— provide a research article that utilized this theory as a framework and/or explain how this theory will affect your future nursing practice.

This assignment is a presentation that will consist of **no more than 8 slides (including reference list slide)**. A PowerPoint template is available on Blackboard under Course Wide Resources.

### Grading of Presentation

Introduction/History of Theorist	10%
Definitions of Nursing Paradigm	20%
Application of Theory/Practice	20%
Professionalism of Presentation	10%
Presentation Format	20%
Reference List/APA Format	10%

**(Personal) PHILOSOPHY OF NURSING**  
**This is a WRITTEN ASSIGNMENT – submitted twice**

Your philosophy of nursing is your opportunity to state your personal beliefs about nursing and to define what you see as your role in the profession. The intent of this essay is to encourage you to reflect on your identity and career choices in the nursing profession. This paper acts as a personal statement for your portfolio. You may write in the first person, but remember that this is a formal paper that introduces you and your beliefs. By the time you graduate, you may have revised some of these ideas, but this is an indication of how you are thinking at the beginning of your education. You must use references when you cite any work from others. For example, when discussing the concepts of nursing, be sure to cite the source of your information and add your own commentary. Make sure to cite references within the body of the paper in addition to including a reference page. There should be at least one reference for the nursing paradigm. However, remember that this is an essay about **YOUR** philosophy and definitions of nursing, so most of the paper should be your words and thoughts.

Write an essay, 1-2 pages, double-spaced in APA format discussing the following:

- I. Introduction
- II. Body of Paper:
  - o What is the focus of nursing?
  - o What is the core of nursing care? (What are the principles that seem to you to explain what nursing is about?)
  - o What does nursing mean to you?
  - o What led you to choose nursing as a profession?
  - o What are your beliefs about the basic concepts of nursing (health, client, environment, and nursing?) Please cover each concept of the nursing paradigm.
- III. Conclusion

**Grading Criteria**

Introduction	10%
Focus of nursing	10%
Nursing principles	10%
Personal beliefs about nursing	20%
Utilizing the Nursing Paradigm	20%
Conclusion	10%
APA Format/References	10%
Grammar/Spelling/Sentence Structure	10%

**DUE DATE FIRST DRAFT Due Week 9 –**  
**DUE DATE-FINAL DRAFT DUE Week 12 –**

**Please save an original CORRECTED copy- you will use this again in your senior year of nursing to complete your cumulative PORTFOLIO project.**

## PORTFOLIO

*Portfolios should include at least:*

*Revised PHILOSOPHY*

*Current RESUME*

**Set-up 12 Tabs as follows:**

- |              |  |
|--------------|--|
| <b>Tab 1</b> | - Demographics: Resume (CV), letters of ref, personal philosophy |
| <b>Tab 2</b> | - Patient Centered Care  |
| <b>Tab 3</b> | - Informatics and Technology                                     |
| <b>Tab 4</b> | - Teamwork and Collaboration                                     |
| <b>Tab 5</b> | - Safety   |
| <b>Tab 6</b> | - Quality Improvement  |
| <b>Tab 7</b> | - Evidence Based Practice  |
| <b>Tab 8</b> | - Other  |

**Due Date:**

# UNIVERSITY OF HARTFORD

COLLEGE OF EDUCATION,  
NURSING AND HEALTH PROFESSIONS

## Department of Nursing

**NUR 205: Health and Physical Assessment**  
**Fall 2020 CRN 44197/44198/44340/44342**

**Credits:** 4 credits 2 hours class/2 hours lab

**Time/Place:** 9:55-12:35 Tuesday and Thursday

**Faculty:** Karen Braccialarghe, RN, MSN

**E-mail:** BRACCIALA@hartford.edu

**Phone:** x4213

**Office Hours:** By appointment

### Course Description:

This course explores the concepts of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality care, and evidence-based practice. Health and physical assessment is the foundation of all nursing practice, thus, students will develop the knowledge, skills, and attitudes necessary to perform a holistic health assessment of diverse individuals. Health promotion, disease and injury prevention and teaching/learning in a multicultural environment will be stressed. The laboratory focus is on the performance of assessment skills through data collection, analysis, and interpretation.

*Disclaimer: Faculty reserves the right to make modifications in content and schedule necessary to promote the best education possible, within conditions affecting the course.*

**Prerequisite(s):** Matriculation in the Bachelor of Science in Nursing Program. BIO 122, BIO 212, CH 114, CH 136, PSY 105

**Co-requisite(s):** NUR 202

This course addresses relevant criteria of the AACN *Essentials of Baccalaureate Education* (see [www.aacn.nche.edu/Education/bacessen.htm](http://www.aacn.nche.edu/Education/bacessen.htm)) and the Quality and Safety in Nursing Education (QSEN) competencies.

### Outcomes:

#### Student Learning Outcomes and Assessments:

*Upon completion of this course, the student will be able to:*

Learning Outcome	AACN	QSEN	Assessment
1. Integrate principles from the physical and behavioral sciences in the development of health history and physical assessment skills.	I	1, 2, 3, 5, 6,	ATI modules Blood Pressure Clinic Competency Assessment Exams Functional Health History Paper Simulation & Skills Lab Practicum

<b>Learning Outcome</b>	<b>AACN</b>	<b>QSEN</b>	<b>Assessment</b>
2. Complete a health history that assesses protective and predictive factors, including lifestyle, genetic, genomic, and environmental risk, to identify current and potential problems and promote health across the lifespan.	I, VI	1, 2, 3, 5, 6,	Exams Functional Health History Paper Simulation & Skills Lab Practicum
3. Use standard terminology in a simulated care environment that reflects nursing's unique contribution to patient outcomes.	IV,VIII	1,5, 6	Blood Pressure Clinic Simulation & Skills Lab Practicum Exams
5. Use evidence-based practice to guide health teaching, health counseling, and screening for the adult patient.	III, IV, VII	1, 2, 3, 5, 6	Blood Pressure Clinic Functional Health History Paper Simulation & Skills Lab Practicum
6. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.	VIII	1, 2, 3, 5, 6,	Blood Pressure Clinic Competency Assessment Functional Health History Paper Simulation & Skills Lab Practicum
7. Demonstrate competency and safety in the application of psychomotor skills necessary to perform a health assessment.	II, VIII, IX	1, 2, 5, 6,	Blood Pressure Clinic Competency Assessment Simulation & Skills Lab Practicum
8. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, and environmental health assessments using developmentally and culturally appropriate approaches.	I,VIII, IX	1, 2, 3, 5, 6,	Functional Health History Paper Simulation & Skills Lab Practicum
9. Develop client teaching plan, using appropriate technologies that reflect developmental stage, age, culture, spirituality, client preferences, and health literacy considerations to foster patient engagement in his/her care.	I,VII, IX	1, 2, 6, 7, 9	Functional Health History Paper Health promotion and injury prevention presentation
10. Utilize effective communication techniques to gather and record health assessment data.	I, IX	1, 2, 3, 5, 6,	ATI Blood Pressure Clinic Functional Health History Paper Simulation & Skills Lab Practicum Exams

**AACN KEY:** These objectives address relevant criteria of the AACN *Essentials of Baccalaureate Education*. (See: <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf> )

**CURRICULUM KEY: QSEN:** 1- Patient-centered care; 2- Teamwork and collaboration 3- Evidence-based practice; 4-Quality improvement ; 5-Safety; 6-Informatics

**Required Texts:**

1. ATI Nursing (2016). *Content Mastery Series Review Module: Fundamentals for Nursing* (9th ed.) Assessment Technologies Institute.
2. Wilson, S.F., & Giddens, J.F. (2017). *Health assessment for nursing practice* (6<sup>th</sup> ed.). Elsevier.  
ISBN-978-323-37776-8
3. University of Hartford, *Nursing Student Handbook*.

These texts will be utilized in subsequent semesters/classes.

**Teaching Format:**

Classes will include lectures, class discussions, NCLEX style questions, case studies, and applied learning in the nursing skills laboratory.

**Course Grading and Progressing in the Nursing Program:**

A minimum final course grade of 77 is required and the following must also be achieved in each course as applicable to successfully progress in the Nursing major:

- An average of 77 or better on all quizzes, tests, and exams AND
- Earn a *Satisfactory or Pass* in all clinical/skills based components or assessments AND
- Lab grade of 77 or better.

**Note:** If a student has not achieved a 77 average on quizzes, tests, exams; the lab; and/or pass clinical, the highest grade achievable in this course is a C, regardless of other work completed.

GPA	Letter Grade	Numeric Evaluation Value
4.00	A	94-100
3.67	A-	90-93
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	64-66
0.67	D-	60-63
0.00	F	00-59

**Methods of Evaluation:**

1. Classroom Assessments	
Exams (there will be 3, each worth 20% of the total grade)	60 %
Final Exam (comprehensive)	25 %
Complete Health History Paper	15%
Skills Lab	
Competency Assessment Exam I	Pass/Fail
Final Competency Assessment Exam	Pass/Fail
3. ATI	
<b>Tutorials</b>	Pass/Fail
<b>Skills Modules 2.0</b>	Pass/Fail
<b>Nurse Logic Tutorials</b>	Pass/Fail
<b>Learning System RN</b>	Pass/Fail
<b>Video Case Studies</b>	Pass/Fail
	<b><u>Total:</u> 100%</b>

**Hybrid Courses:**

For hybrid courses the instructor reserves the right to change the class any week during the semester from online to on-campus, or from on-campus to online. This may be necessary in case of a weather event or an unexpected class schedule change. Therefore, everyone is expected to keep open the designated class time for each week of the semester.

**Class Recording Policy:**

Video and audio recordings of class lectures may be part of the classroom activity. Video and audio recordings are used for educational use/purposes and may be made available to all students presently enrolled in the course. The University of Hartford prohibits students from making audio and/or video recording of class lectures absent the express written consent of the instructor or speaker. Students may not reproduce such recordings, share them with those not in the class, or uploaded them to other online environments. Students who record class lectures without express permission may be subject to disciplinary action.

**Online Course Policy: Basic Etiquette for an Online Class**

Please show up on time at the scheduled time.

Please find a quiet place, free of distractions (siblings, pets, parents, televisions).

Maintain RESPECT in speaking, writing and *appearance*.

Stay on mute. Please click the “raise hand” button if you would like to contribute.

Video needs to remain on ON to promote focus. Eye contact should be maintained.

Refrain from chewing gum, eating or drinking in front of the camera.

If you are unable to meet these expectations, please communicate your concerns prior to the start of the class. **Remember, this is a class, so treat it as such.**

**Academic Expectations**

Everyone is expected to maintain academic integrity by properly citing all work. Follow APA format for citing references. Inadequate citing of any work by another author and plagiarism, whether inadvertent or otherwise, will result in a failed grade. Any form of academic misconduct is not acceptable under any circumstance per university policy. Please review policies at <https://www.hartford.edu/current-students/student-handbook/>

**Diversity Statement:**

<https://www.hartford.edu/about/diversity-inclusion/default.aspx>

**Students with Disabilities:**

<https://www.hartford.edu/academics/academic-support/accessibility-services/>

**Class Cancellations:**

For information regarding class cancellations due to inclement weather please check your [hartford.edu](http://hartford.edu) email account or the [www.hartford.edu](http://www.hartford.edu) website for up-to-date information. Be sure to check your Self-Service account Personal Information to be sure your cell phone number is listed. The Text Alert system can then notify you of cancelations, closings, or other emergency information. (Once your cell phone is in the Self-Service system, you no longer have to re-register each year to receive text alerts.) Should the Nursing Programs office decide to cancel Nursing classes even though the University is open, a decision will be made by 2:00pm and

posted on the Blackboard Community site. For information about University closings and the Text Alert system go to: [http://www.hartford.edu/news/weather\\_closing.aspx](http://www.hartford.edu/news/weather_closing.aspx) .

### **BSN Essentials:**

#### **This course explores the AACN Essentials for Professional Nursing practice:**

- I. Liberal Education for Baccalaureate Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Health Care Policy, Finance, and Regulatory Environments
- VI. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

### **RN-BSN Learning Outcomes**

1. Synthesize concepts from the arts, humanities, and the natural and social sciences in professional nursing practice.
2. Apply leadership and organizational skills to provide quality care for diverse populations across a variety of settings.
3. Evaluate and apply evidence-based research and practice to improve patient outcomes.
4. Demonstrate skills in using information technology, information systems, and communication tools that support safe nursing practice.
5. Articulate the influence of policy, finance, and regulatory environments on healthcare outcomes and nursing practice.
6. Manage knowledge and support decision making using best practices in interprofessional communication and collaboration to optimize patient outcomes.
7. Apply principles of health promotion and disease prevention with populations in diverse settings.
8. Demonstrate professional values that are indicative of moral, ethical, and legal conduct.
9. Demonstrate evolving competence in clinical reasoning and professional nursing practice across the healthcare continuum.

## Lab Dates

<b>Week</b>	<b>Topic</b>	<b><i>Tuesday 8:30am</i></b>	<b><i>Tuesday 2:10pm</i></b>	<b><i>Thursday 9:55am</i></b>	<b><i>Friday 8:30am</i></b>
1	Co-Vid 19 Infection Prevention, The Nursing Process & Therapeutic Communication	9/1/20	9/1/20	9/3/20	9/4/20
2	Communication for Interviewing, Obtaining a Health History, Cultural Assessment & Social Determinants of Health	9/8/20	9/8/20	9/10/20	9/11/20
3	Equipment for Physical Assessment, General Inspection, Vital Signs & Pain Assessment	9/15/20	9/15/20	9/17/20	9/18/20
4	Vital Signs	9/22/20	9/22/20	9/24/20	9/25/20
5	Mental Health Assessment & Hair, Skin and Nails Assessment	9/29/20	9/29/20	10/1/20	10/2/20
6	Head, Eyes, Ears, Nose, Throat Assessment & Musculoskeletal Assessment	10/6/20	10/6/20	10/8/20	10/9/20
7	Neurological Assessment	10/13/20	10/13/20	10/15/20	10/16/20
8	Putting It All Together – Everything So Far	10/20/20	10/20/20	10/22/20	10/23/20
9	Respiratory Assessment	10/27/20	10/27/20	10/29/20	10/30/20
10	Cardiac & Peripheral Vascular Assessment	11/3/20	11/3/20	11/5/20	11/6/20
11	Abdominal Assessment	11/10/20	11/10/20	11/12/20	11/13/20
12	Putting It All Together – Head To Toe Assessment	11/17/20	11/17/20	11/19/20	11/20/20
13	Nutritional Assessment	11/24/20	11/24/20	<i>Online Module</i>	<i>Online Module</i>
14	Breast Assessment & Reproductive/Urinary Assessment	12/1/20 <i>*virtual*</i>	12/1/20 <i>*virtual*</i>	12/3/20 <i>*virtual*</i>	12/4/20 <i>*virtual*</i>
15	Final Exams	TBD	TBD	TBD	TBD

**TOPICAL OUTLINE AND LEARNING ACTIVITIES:**

**Module 1: August 25, 2020-September 24, 2020**

**This module will include:**

- **Introduction to Health Assessment**
- **The Nursing Process/Communication Techniques**
- **The Interview Process**
- **Documentation of Data**
- **Equipment for Physical Assessment**
- **General Inspection and Measurement of Vital Signs/Pain and Cultural Assessment**

**Exam 1 will include Module 1 and will be given September 22nd and September 24th (Tuesday and Thursday)**

**August 27<sup>th</sup>: All Students to Complete Online/Blackboard Activity/Discussion**

<b>Topics</b>	<b>Learning Objectives</b> <b>Upon completion of this unit the student will:</b>	<b>Learning Activities</b>
<p><b><u>Introduction to Health Assessment</u></b></p> <p><b>Week #1:</b> <b>September 1st</b> <b>September 3rd</b></p> <ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Review syllabus &amp; course requirements</li> <li>• Purpose of Health Assessment</li> <li>• Components of Health Assessment</li> <li>• Communication Skills</li> <li>• The Nursing Process</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the course syllabus requirements for successful completion of course.</li> <li>2. Describe ways to maintain client confidentiality, privacy and professional boundaries within the context of social media</li> <li>3. Use therapeutic communication techniques to provide client support.</li> <li>4. Discuss methods to overcome barriers to communication.</li> <li>5. Recognize characteristics of verbal &amp; non-verbal communication.</li> <li>6. Discuss the use of the nursing process in clinical judgment.</li> <li>7. Explain the Healthy People 2020 initiative and its relevance to assessments, patient teaching, and prevention of disease.</li> </ol>	<p><b>Required Reading:</b></p> <p>Wilson &amp; Giddons Chapter 1, 2</p> <p><b>Learning Activities</b></p> <p>ATI: Video Case Studies RN 2.0:(TUT469226)</p> <ul style="list-style-type: none"> <li>• Nursing Process</li> <li>• Therapeutic Communication</li> </ul>

<p><b>Week #2:</b>  <b>September 8th</b>  <b>September 10th</b></p> <ul style="list-style-type: none"> <li>• Communication for Interviewing</li> <li>• Obtaining a Health History</li> <li>• Cultural Assessment</li> </ul>	<p>8. Discuss Health Promotion and Health Protection</p> <ol style="list-style-type: none"> <li>1. Provide a therapeutic and confidential environment when approaching a client.</li> <li>2. Describe professional boundaries within the context of social media.</li> <li>3. Use therapeutic communication techniques to provide client support.</li> <li>4. Discuss methods to overcome barriers to communication.</li> <li>5. Describe the information that must be gathered for each system of a health history.</li> <li>6. Collect personal, health, and developmental histories that consider genetic, environmental, and genomic influences and risks.</li> <li>7. Screen for alcohol dependencies.</li> <li>8. Collect medication history needed for medication reconciliation.</li> <li>9. Discuss assessing activities of daily living (ADL)</li> <li>10. Identify types of human violence.</li> <li>11. Describe cultural phenomenon that impact health care</li> <li>12. Documentation of Data</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 1, 2, 5</p> <p><b>Learning Activities:</b>  ATI Tutorial:(TUT469233)</p> <ul style="list-style-type: none"> <li>• Nurse's Touch: Professional Communication</li> </ul> <p>ATI Video Case Studies  RN (TUT469226)</p> <ul style="list-style-type: none"> <li>• Cultural Diversity</li> </ul>
<p><b>Week #3:</b>  <b>September 15th</b>  <b>September 17th</b></p> <ul style="list-style-type: none"> <li>• Techniques and Equipment for Physical Assessment</li> <li>• General Inspection and Measurement of Vital Signs</li> <li>• Pain Assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the information considered in the four areas of a general survey: physical appearance, body structure, mobility, and behavior.</li> <li>2. Describe equipment used during an examination</li> <li>3. Describe the use of auscultation, inspection, palpation, and percussion as physical examination techniques.</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 3, 4, 6</p> <p><b>Learning Activities:</b>  ATI Skills Module 2.0</p> <ul style="list-style-type: none"> <li>• Vital Signs</li> </ul>

	<ol style="list-style-type: none"><li>4. Describe the measurement of assessing temperature, pulse, respirations and blood pressure, including the various routes of temperature and special considerations for each vital sign.</li><li>5. Recognize non- verbal cues to pain.</li></ol>	
--	--	--

**Week #4: September 22nd  
September 24th**

**Exam 1: Chapters 1, 2, 3, 4, 5, 6**

**Module 2: September 29, 2020-October 22nd**

- This module will include:
- Mental Health Assessment
- Skin, Hair and Nails
- Head, Eyes, Ears, Nose, and Throat
- Musculoskeletal System
- Neurological Assessment

Exam 2 will include Module 2 and will be given October 20th and October 22nd (Tuesday and Thursday).

Topics	Learning Objectives Upon completion of this unit the student will:	Learning Activities
<p><b>Week #5:</b> September 29<sup>th</sup> October 1<sup>st</sup></p> <ul style="list-style-type: none"> <li>• Mental Health Assessment</li> <li>• Skin, Hair, and Nails</li> </ul>	<ol style="list-style-type: none"> <li>1. Values the components of the mental status examination.</li> <li>2. Screen for suicide thoughts.</li> <li>3. Describe a focused assessment of the hair, skin and nails.</li> <li>4. Describe the differentiation between normal and abnormal skin color for various ethnic groups.</li> <li>5. Incorporate health promotion concepts and education when performing an assessment of the hair, skin, and nails.</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 7, 9</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Nurse Logic Tutorials Module 3: “Priority Setting Frameworks” &amp;</li> <li>• Module 4: “Testing Remediation</li> </ul>
<p><b>Week #6:</b> October 6<sup>th</sup> October 8<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Head, Eyes, Ears, Nose and Throat</li> <li>• Musculoskeletal System</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the focused assessment of the head, face, neck, eyes, ears and nose, mouth and throat.</li> <li>2. Identify age-related changes in the eye.</li> <li>3. Discuss the three most common causes of decreased visual functioning in the older adult.</li> <li>4. Define pupillary light reflex, fixation, and accommodation.</li> <li>5. Differentiate amongst the types of hearing loss.</li> <li>6. Identify the effects of some of the age-related changes that take place in the mouth.</li> <li>7. Incorporate health promotion concepts and education when performing an assessment of</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 10, 14</p> <p><b>Learning Activities:</b></p>

<p><b>Week #7:</b>  <b>October 13<sup>th</sup></b>  <b>October 15<sup>th</sup></b></p> <ul style="list-style-type: none"> <li><b>Neurologic System</b></li> </ul>	<p>the head, face, neck, eyes, ears, nose and throat.</p> <ol style="list-style-type: none"> <li>Discuss the focused assessment of the musculoskeletal system</li> <li>Describe the shape and surface landmarks of the spine.</li> <li>Incorporate health promotion concepts when performing an assessment of the abdomen and musculoskeletal systems.</li> </ol> <ol style="list-style-type: none"> <li>Discuss the focused assessment of the neurological system.</li> <li>Name and assess the function of each of the I2 cranial nerves.</li> <li>List the neurological changes in the aging adult.</li> <li>Recognize signs and symptoms of a stroke.</li> <li>Clarify the three different neurologic examinations.</li> <li>Incorporate health promotion concepts and education when performing an assessment of the neurological system.</li> <li>Screen for suicide thoughts.</li> <li>Values the components of the mental status examination.</li> </ol>	<p><b>Required Reading:</b>  Wilson &amp; Giddons  Chapter 15</p> <p><b>Learning Activities:</b>  Nurse Logic 2.0  TUT469224</p>
---	--	--

**Week #8: October 20<sup>th</sup> - October 22<sup>nd</sup>      Exam 2: Chapters 7, 9, 10, 14, 15**

**Module 3: October 27<sup>th</sup> - November 19<sup>th</sup>**

**This module will include:**

- **Lungs and Respiratory System**
- **Heart and Peripheral Vascular System**
- **Abdomen and Gastrointestinal System**

**Exam 3 will include Module 3 and will be given November 17<sup>th</sup> and November 19<sup>th</sup> (Tuesday and Thursday)**

<b>Topics</b>	<b>Learning Objectives</b> <b>Upon completion of this unit the student will:</b>	<b>Learning Activities</b>
<p><b>Week #9</b> <b>October 27<sup>th</sup></b> <b>October 29<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Lungs and Respiratory Systems</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the focused assessment of the respiratory system</li> <li>2. Identify the characteristics of normal breath sounds.</li> <li>3. Differentiate abnormal breath sounds.</li> <li>4. List abnormal findings of the thorax.</li> <li>5. Identify the developmental changes in the aging adult</li> <li>6. Incorporate health promotion concepts when performing a respiratory assessment</li> </ol> <hr/> <ol style="list-style-type: none"> <li>7. Review A &amp; P</li> <li>8. Discuss immunizations for respiratory health</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 11</p>
<p><b>Week #10</b> <b>November 3<sup>rd</sup></b> <b>November 5<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Heart and Peripheral Vascular System</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the focused assessment of the cardiovascular and peripheral vascular systems.</li> <li>2. Describe the characteristics of heart sounds.</li> <li>3. List the pulses accessible to the cardiovascular examination.</li> <li>4. Cite the risk factors associated with heart disease and stroke.</li> <li>5. List the risk factors for venous stasis.</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 12</p>

<p><b>Week #11</b>  <b>November 10<sup>th</sup></b>  <b>November 12<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Abdomen and Gastrointestinal System</b></li> <li>• <b>Putting it all together</b></li> </ul>	<ol style="list-style-type: none"> <li>6. Differentiate arterial versus venous insufficiency</li> <li>7. Incorporate health promotion for the cardiovascular and peripheral vascular systems.</li> <li>8. Incorporate health promotion concepts and education when performing an assessment of the cardiovascular and peripheral vascular systems.</li> </ol> <ol style="list-style-type: none"> <li>1. Describe the techniques required for an abdominal Assessment</li> <li>2. Identify the organs located within the four quadrants of the abdomen.</li> <li>3. Discuss the focused assessment of the abdominal system.</li> <li>4. Identify pertinent topics that must be reviewed during the abdominal portion of the health history.</li> <li>5. Interpret findings obtained during inspection, auscultation, percussion and palpation of the abdomen.</li> <li>6. Incorporate health promotion concepts when performing an assessment of the abdomen.</li> <li>7. Use professional communication skills to gather subjective data in a health history.</li> <li>8. Use recommended techniques to perform a complete history and physical examination.</li> <li>9. Apply critical thinking related to the complete health assessment.</li> </ol>	<p><b>Required Reading:</b></p> <p>Wilson &amp; Giddons  Chapter 13</p> <p><b>Learning Activities:</b></p> <p><b>ATI Skills 2.0</b></p> <ul style="list-style-type: none"> <li>• Physical Assessment of an Adult</li> </ul>
---	--	---

<p><b>Week #12</b>  <b>November 17<sup>th</sup></b>  <b>November 19<sup>th</sup></b></p>	<p><b>Exam 3: Chapters 11, 12, 13</b></p>
--	---

Module 7: November 24-December 11

This module will include:

Topics	Learning Objectives Upon completion of this unit the student will:	Learning Activities
<p>Week 11 November 24-30</p> <ul style="list-style-type: none"> <li>• <b>Nutritional Assessment</b></li> </ul> <p>Week 12 December 1-7</p> <ul style="list-style-type: none"> <li>• <b>Breasts and Axillae</b></li> <li>• <b>Reproductive System and the Perineum</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Value the importance of a nutritional assessment.</li> <li>1. Outline the changes observed during the perimenopausal period.</li> <li>2. Incorporate health promotion concepts when performing an assessment of the male and female genitourinary system, colon and prostate.</li> <li>3. Discuss the importance of teaching testicular self-examination as health promotion during assessment.</li> <li>4. Describe developmental care for examination of the anal, rectal, and prostate structures</li> </ol>	<p><b>Required Reading:</b> Wilson &amp; Giddons Chapter 8</p> <p><b>Learning Activities:</b></p> <p><b>ATI:</b> The Communicator 2.0 TUT479497</p> <p>Virtual Interaction: Clients and their nutritional needs</p> <p>Wilson &amp; Giddons Chapter 16, 17</p>

Week 13: December 8-14 and Time to be Determined

## Functional Health History Assignment

1. Using provided Functional Health History (FHH) framework as an organizational guide, you will document a health assessment that reflects all the functional patterns and a related physical exam on a client of your choice (the client cannot be the same person from a previous year).
2. Information for each pattern will be documented as subjective and objective data on the FHH worksheet.
3. Identify the problems and an actual or potential
4. At the end of the worksheet include the **top three** nursing problems
5. Create a genogram for your client. This may be handwritten.
6. Write a Healthy People 2020 paragraph pertaining to your client.  
<https://www.healthypeople.gov/2020/topics-objectives>
7. The Functional Health History Paper is to be in APA format and typed, including a title page, Healthy People 2020 assignment and reference page.

### FUNCTIONAL HEALTH HISTORY DUE :

#### LATE SUBMISSIONS WILL NOT BE ACCEPTED.

NUR 205- Grading Rubric for Functional Health History Paper

	<b>OUTSTANDING</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>NOT INCLUDED</b>
<b>Content/ clarity</b>  30 points	Data collected is consistently pertinent and accurate. No omissions <b>30</b>	Data collected is fairly accurate. Minimal omissions <b>25</b>	Data collected is incomplete or inaccurate <b>10</b>	No data collected <b>0</b>
<b>Subjective vs Objective data</b>  20 points	Consistent differentiation of subjective and objective data <b>20</b>	Fairly consistent differentiation of subjective and objective data <b>16</b>	Inconsistent differentiation of subjective and objective data <b>10</b>	No differentiation of subjective and objective data <b>0</b>
<b>Genogram</b>  10 points	All components present; 3 generations, key with labels <b>10</b>	Partially complete; missing generation or 1 error in formatting <b>7</b>	Incomplete; no generations or some formatting of genogram <b>3</b>	No genogram included <b>0</b>
<b>Formatting</b>  5 points	Correct APA formatting consistently on title and reference page <b>5</b>	Most formatting done in APA <b>3</b>	Some use of APA formatting but many errors <b>1</b>	No APA formatting <b>0</b>

	<b>OUTSTANDING</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>NOT INCLUDED</b>
<b>Grammar spelling</b> 5 points	No errors in spelling, grammar, or punctuation <b>5</b>	Minimal errors (<5) in spelling, grammar, or punctuation <b>3</b>	Multiple errors (>5) in spelling, grammar, or punctuation <b>1</b>	Excessive errors, poor grammar and no punctuation <b>0</b>
<b>Nursing Problem</b> 10 points	Identifies 3 components of diagnosis statement (PES). <b>10</b>	Identifies 2 components of diagnosis statement (PES). <b>7</b>	Diagnosis not written in PES format. <b>3</b>	No diagnosis written <b>0</b>
<b>Prioritizing</b> 10 points	Ranks 3 diagnoses in order of priority <b>10</b>	Ranks 2/3 diagnoses in order of priority. <b>7</b>	Ranks 1/3 diagnoses in order of priority. <b>3</b>	Priority not addressed <b>0</b>
<b>Healthy People 2020</b> 10 points	Topic identified and completely summarized relevant to client <b>10</b>	Topic identified with minimum summarization relevant to client <b>7</b>	Topic identified not relevant to client. <b>3</b>	No data provided for Healthy People 2020 <b>0</b>

Total = \_\_\_\_\_/100  
Comments:

**GRADING**

**NUR 205 – Health and Physical Assessment of the Adult  
Skills & Simulation Lab Addendum**

**Fall 2020**

**Scheduled Labs:**

**Skills Lab Coordinator:**

Office:

Office Phone:

Email:

**Instructors:**

**Skills Lab Location**

**LAB OBJECTIVES & LEARNING ACTIVITIES**

<b>Lab 1</b>	<b>Objectives</b>	<b>Learning Activities</b>
Basic Infection Control	<i>Apply principles of infection control when demonstrating appropriate hand hygiene techniques.</i>	<b>Prior to lab, complete Lab Manual Study Guide questions:</b> Chapter 1: 3, 5, 6, 8 Chapter 3: 1 through 12  <b>ATI Skills Modules 2.0</b>  <b>HIPPA* Infection Control*</b>  *(Pre-test, lesson & post-test. Bring certificate of completion of post-test with you to skills lab. This is your ticket to lab.)
Professionalism Safety Privacy	<i>Use WIPES acronym to provide principles of infection control, professionalism, privacy and safety when providing care for a client.</i>	
Communication & Interview Techniques	<i>Use various therapeutic communication techniques when interviewing a simulated client.</i>	
<b>Lab 2</b>	<b>Objectives</b>	<b>Learning Activities</b>

<p>Vital Signs &amp; Documentation</p>	<p><i>Demonstrate correct technique for assessing a temperature using an electronic &amp; tympanic thermometer.</i></p> <p><i>Assess a heart rate using the radial and apical pulse.</i></p> <p><i>Accurately assess a respiratory rate and O2 saturation.</i></p> <p><i>Apply the 2-step method to measure blood pressure.</i></p> <p><i>Assess client for pain management using a standard tool.</i></p> <p><i>Accurately report and record vital signs and pain using appropriate medical terminology and documentation tools.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b>  Chapter 8: 1, 3-5, 7, 8 (older, acutely ill)  Chapter 9: 1, 5, 6, 8, 10, 13, 14, 16, 17  Chapter 10: 2-7</p> <p><b>ATI Skills Modules 2.0</b></p> <p><b>Vital Signs*</b></p> <p><b>*(Pre-test, lesson &amp; post-test. Bring certificate of completion of post-test with you to skills lab. This is your ticket to lab.)</b></p>
<p><b>Lab 3</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Health &amp; Heritage History Skin Hair Nails</p>	<p><i>Utilize Braden and Norton skin assessment tools on partner and simulated patient.</i></p> <p><i>Teach Self- Skin Assessment for melanoma screening.</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective assessment data.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 4: 3, 4, 5  Chapter 7: 4, 5, 7, 8  Chapter 12: 4, 5, 9, 11, 12</p> <p><b>ATI Skills Modules 2.0</b>  <b>Physical Assessment of an Adult:</b>  Integument, Eye examination, Ear, nose and throat examination</p> <p>(These are located in 'Lesson' under 'Accepted practice' &amp; 'Step-by-Step viewing')</p>
<p><b>Lab 4</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>

<p>Mental Status Assessment</p> <p>Cranial Nerve Testing</p> <p>EENT</p>	<p><i>Perform the Mini-Mental Status Examination (MMSE) on partner to determine mental status.</i></p> <p><i>Demonstrate appropriate techniques for testing each of the 12 cranial nerves.</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective cranial nerve assessment data.</i></p> <p><i>Demonstrate proper and safe use of an otoscope &amp; ophthalmoscope.</i></p> <p><i>Document and communicate ocular, ear and upper respiratory structure assessment data using appropriate medical terminology.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 5: 1-4 Chapter 23: 6, 7, 12 Chapter 14: 7, 8,13 Chapter 15: 3, 5, 8 Chapter 16: 6, 11</p> <p><b>ATI Skills Modules 2.0: Physical Assessment of an Adult:</b> Neurological</p> <p>(Located in 'Lesson' under 'Accepted practice' &amp; 'Step-by-Step viewing')</p>
<p><b>Lab 5</b> <b>Oct 2, 3 &amp; 5</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p><i>Blood pressure clinic</i> <i>OPEN LAB</i></p>	<p><i>Review previous weeks assessment skills</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective cranial nerve assessment data.</i></p> <p><i>Participate in community health education</i></p>	<p>Review: <b>ATI Skills Modules 2.0</b></p> <p>"Step-by-Step Viewing" videos: Infection Control; HIPPA; and Physical Assessment of Adult (topics covered through lab week 5)</p>
<p><b>Lab 6</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Mid-term Competency Assessment I</p> <p><i>Vital Signs Demonstration</i></p>	<p><i>Demonstrate correct technique for assessing vital signs.</i></p> <p><b>**Times will be assigned for Competency I Testing! **</b></p>	<p>Competency Assessment I</p>
<p><b>Lab 7</b> <b>Oct 16, 17 &amp; 19</b></p>		<p><b>Learning Activities</b></p>

<p>Cardiovascular Assessment</p>	<p><i>Identify normal and abnormal findings from the inspection, palpation, and percussion of the precordium.</i></p> <p><i>Auscultate normal and abnormal heart sounds including S1, S2, murmurs and rubs.</i></p> <p><i>Identify normal and abnormal findings from the general survey of the peripheral vascular system.</i></p> <p><i>Demonstrate palpation of arterial pulses (brachial, radial, femoral, popliteal, posterior tibial, dorsalis pedis).</i></p> <p><i>Document and communicate cardiovascular data using appropriate medical terminology.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 19: 1, 4, 5, 12, 14, 16 Chapter 20: 2, 10, 12, 13</p> <p><b>ATI Skills Modules 2.0</b></p> <p><b>Vital Signs: Pulses*</b></p> <p><b>Physical Assessment of an Adult: Cardiac examination*</b></p> <p>*(Located in 'lesson' under 'Accepted Practice' &amp; 'step-by-step viewing')</p>
<p><b>Lab 8</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Respiratory &amp; Breast Assessment</p>	<p><i>Identify normal breath sounds and abnormal sounds including crackles, wheezes, rhonchi and stridor.</i></p> <p><i>Correctly locate anatomical landmarks on a peer's thorax.</i></p> <p><i>Document and communicate respiratory data using appropriate medical terminology.</i></p> <p><i>Individualize a respiratory assessment based on patient's condition, age, gender and culture.</i></p> <p><i>Assess and manage the care of a client with impaired ventilation gas exchange</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective respiratory assessment data.</i></p> <p><i>Perform a breast assessment on a breast model.</i> <i>Teach a self- breast exam.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 17: 5, 9 Chapter 18: 7-18 (do all of 18)</p> <p><b>ATI Skills Modules 2.0</b> <b>Module: Physical Assessment of an Adult: Respiratory*</b></p> <p>(*located in 'lesson' under 'Accepted Practice' &amp; 'Step-by-step viewing')</p>
<p><b>Lab 9</b></p>	<p><b>Objectives</b></p>	<p><b>Learning Activities</b></p>
<p>Abdominal Assessment Musculoskeletal Assessment Nutritional Assessment</p>	<p><i>Identify anatomical landmarks that guide the assessment of the abdomen.</i></p> <p><i>Collect subjective and objective data during the inspection, auscultation, percussion, and palpation of the organs within the abdominal cavity.</i></p>	<p><b>Prior to lab, complete Lab Manual Study Guide questions:</b></p> <p>Chapter 21: 1, 3-9, 11, 13 (label illustration)</p>

	<p><i>Collect subjective and objective data related to the musculoskeletal system.</i></p> <p><i>Identify normal and abnormal joint range of motion, muscle strength, mobility, gait and coordination.</i></p> <p><i>Document and communicate abdominal and musculoskeletal assessment data using appropriate medical terminology.</i></p> <p><i>Develop appropriate nursing diagnosis based on subjective and objective abdominal and musculoskeletal assessment data.</i></p> <p><i>Complete a Mini-Nutritional Assessment on a client.</i></p>	<p>Chapter 22: 2-5</p> <p><b>ATI Skills Modules 2.0:</b>  <b>Modules:</b> Abdominal examination &amp; Musculoskeletal examination</p> <p><b>ATI Tutorial:</b> Nurse's Touch: Wellness and Self-care  <b>Module:</b> Self-Care: Eating Healthy and Maintaining a Healthy Weight</p>
<b>Lab 10</b>	<b>Objectives</b>	<b>Learning Activities</b>
Putting It All Together	<i>Demonstrate a systematic head-to-toe assessment utilizing appropriate subjective and objective data gathering techniques</i>	<b>Practice, practice, practice</b>
<b>Week 11</b>	<b>Objectives</b>	<b>Learning Activities</b>
Con't Putting It All Together	<p><i>Demonstrate a systematic head-to-toe assessment utilizing appropriate subjective and objective data gathering techniques</i></p> <p><i>Complete a situational assessment on a simulated client.</i></p>	<p>Continue Lab Manual from previous week.</p> <p><b>Practice, practice, practice</b></p>
<b>Week 12</b>	<b>Objectives</b>	<b>Learning Activities</b>
Final Competency Testing	<i>Achieve a minimum of 77% or better for the physical assessment lab competency practicum.</i>	

## **Health and Physical Assessment Competency Criteria for Grading**

### **PASS**

- Achieves overall Satisfactory score of 77% for Health Assessment Competency
- Adheres to the physical exam time limits\*
- Introduces self to client in a timely manner
- Properly drapes and protects the client from unnecessary exposure
- Uses equipment and supplies correctly and safely
- Performs exams in an organized, systematic, safe, and timely manner
- Consistently pronounces terms correctly
- Consistently uses correct terminology

### **FAIL**

- Receives Unsatisfactory score (<77%) for Health Assessment Competency
- Fails to adhere to the exam time limits\*
- Does not explain procedure to client
- Fails to drape or protect the client from unnecessary exposure
- Fails to use equipment and supplies safely and correctly
- Fails to perform the exam in an organized manner
- Omits or performs exam incorrectly or unsafely
- Consistently pronounces terms incorrectly
- Consistently uses incorrect or unprofessional terminology
- \*one point deduction for each minute over time limit for competency test

**2020 COMPETENCY ASSESSMENT I (15 minute time limit)**

Student Name:

Start time:

Stop time:

Faculty evaluator:

<b>VITAL SIGNS (1 point for each skill step)</b>	Score	Comments
W- Wash hands		
I- Introduces self and patient identification. Check for allergies		
P- Privacy, confidentiality		
E- Explains procedure and asks for questions		
S- Safety, bed at lowest position, call bell		
States normal ranges for oral adult temperature		
Demonstrates correct measurement of oral temperature using electronic thermometer		
States normal adult pulse range		
Demonstrates correct pulse measurement		
States normal adult respiratory rate		
Correctly assesses respirations		
States normal BP ranges for adult		
Demonstrates correct measurement of BP using 2-step method		
Assesses pain using pain scale		
O2 Saturation		

Score: \_\_\_\_\_ / 15

**NUR 205 Final Lab Exam Preceptor Grading Sheet**  
**Complete Physical Exam Assessment**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Objectives:**

1. The student will perform a physical exam while adhering to the principle of medical asepsis, client safety, client privacy and body mechanics by:

- a) Following proper procedures for medical asepsis when providing care to the client.
- b) Ensuring the client is in a safe location during practice.
- c) Providing the client privacy during procedure.
- d) Ensuring proper body mechanics are utilized when providing care.

	<b>Points Possible</b>	<b>Points Earned</b> <b>Comments</b>
Perform hand hygiene	2	
Introduces self and state role, purpose and duration of interaction	1	
Provide privacy and safety	2	
Temperature with stated normal ranges	1	
Radial pulses with stated normal ranges	2	
Pulse Oximetry with ranges	1	
Respiratory rate	1	
<b>General Survey</b>		
<b>General appearance:</b> Look at patient and describe assessing for general state of health, grooming, hygiene, manner, affect, speech, facial expression, and mobility.	2	
<b>Mental Status:</b> Describe level of consciousness (alert), asks patient where s/he is (orientation), what object is in your hand (object identification), and when s/he was born (memory).	2	
<b>Skin:</b> Describe assessing skin for color, uniformity, pallor, jaundice, cyanosis, lesions, and abnormal moles.	2	
<b>Head</b>		
<b>Palpate:</b>	2	

Palpate the top of head, then to forehead, and describe assessing for lumps, tenderness, lesions, scalp scaliness, and parasites (lice). State that you would wear gloves when doing this part of the exam.		
---	--	--

	<b>Points Possible</b>	<b>Points Earned Comments</b>
<b>Thyroid:</b> Palpate for movement with swallowing	1	
<b>Neck:</b> Obtain carotid pulse – one side	1	
<b>Eyes (Both eyes)</b>		
<b>Inspect eyelids:</b> Describe assessing for lesions, ptosis, and edema	1	
<b>Inspect conjunctiva (palpebral):</b> Describe assessing for pallor, erythema, and drainage	1	
<b>Inspect sclerae:</b> Describe inspecting sclerae for petechiae and jaundice.	1	
<b>Inspect cornea:</b> Describe inspecting for opacities and clouding	1	
<b>Check Pupils</b> Are they equal, round, reactive to light and accommodation?	1	
<b>Assess Extraocular Eye Movements</b> Assess the 6 cardinal fields of EOM (CN III, IV, VI)	2	
<b>Mouth and Pharynx</b>		
<b>Inspect lips:</b> Describe assessing color, moisture, and lesions.	1	
<b>Inspect tonsils, and posterior pharynx of mouth:</b> Check for erythema, swelling, and exudate.	2	
<b>Lungs and Thorax</b>		
<b>Inspect and describe:</b> Normal AP/Transverse diameter, labored and any other abnormal breathing pattern (e.g. dyspnea).	3	
<b>Palpate Posteriorly:</b> For thoracic expansion: Describe movement of thumbs apart normal is equal distance in both directions.	3	
<b>Correctly demonstrated tactile fremitus and egophony</b>	2	

	<b>Points Possible</b>	<b>Points Earned Comments</b>
<b>Percuss lung fields posteriorly:</b> Describe sound of resonance (hollow).	2	
<b>Percuss for CVA tenderness (only one side).</b>	1	
<b>Auscultate posterior lung fields:</b> Describe 3 normal breath sounds and expected locations (vesicular on inspiration and expiration).	5	
<b>Describe lobes and locations</b>	2	
<b>Heart and Precordium</b>		
<b>Inspect the precordium:</b> Describe inspecting for pulsations, heaves and palpate for thrills.	2	
<b>Auscultate precordial landmarks:</b> (Aortic, Pulmonic, Erb's point, and Tricuspid) describing S1 and S2 and which is loudest at each point.	5	
<b>Auscultate apical rate (mitral area/PMI):</b> Describe rate and rhythm (regular or irregular). State you would auscultate for a full minute.	2	
<b>Abdomen</b>		
<b>Inspect abdomen:</b> Describe assessing for distention, color, umbilicus, and pulsations.	2	
<b>Auscultate bowel sounds in all 4 quadrants:</b> Verbalize if none or if hypoactive, normoactive or hyperactive. (Listen for only 5-15 seconds but state normally would listen up to 5 minutes in each quadrant, if abnormal)	2	
<b>Auscultate abdomen:</b> Describe auscultation for bruits.	2	

	<b>Points Possible</b>	<b>Points Earned Comments</b>
<b>Percuss the 4 quadrants:</b> Identify predominant notes of tympany and dullness (liver, spleen, full bladder).	2	
<b>Lightly palpate 4 quadrants:</b> Describe assessing for tenderness, softness, rigidity, and masses.	2	

<b>Peripheral Vascular</b>		
<b>Palpate one leg for temperature:</b> Using dorsum of hand.	1	
<b>Capillary refill:</b> Check on one toe and one finger .	2	
<b>Palpate one leg for edema:</b> Near dorsalis pedis, medial malleolus, and tibia.	2	
<b>Palpate for pulses:</b> On one side of body: carotid, brachial, radial, posterior tibial, dorsalis pedis (describe where you would palpate for femoral and popliteal)	2	
<b>Homan's sign</b> (dorsiflexion of foot with pain in calf)	2	
<b>Neurological/Musculoskeletal</b>		
<b>Coordination:</b> Demonstrate finger-to-nose test.	1	
<b>Muscle Strength:</b> Demonstrate shoulder strength assessment (CN XI)	1	
Demonstrate strength test of arm muscles against resistance.	2	
Demonstrate strength test of leg muscles against resistance.	3	
<b>Demonstrate 2 sensory function tests:</b> <b>Temperature</b> (can use cold side of tuning fork), <b>Light touch</b> (can use a cotton ball), <b>Vibrations</b> can use tuning fork over bony prominences); <b>Position</b> of fingers and toes (kinesthesia); <b>Ability to recognize objects</b> in hand with eyes closed (stereognosis); <b>Ability to "read" a number</b> by having it traced on skin with eyes closed (graphesthesia).	6	

	<b>Points Possible</b>	<b>Points Earned</b> <b>Comments</b>
<b>Demonstrate 1 reflex on one arm:</b> Biceps, triceps, or brachioradialis	2	
<b>Demonstrate 1 reflex on one leg:</b> Patellar, Achilles, or plantar.	2	
Assist patient to stand.	1	
<b>Demonstrate spine check for scoliosis, assess hip height to check for discrepancy.</b>	2	
<b>Assess gait pattern.</b>	1	
<b>Demonstrate Romberg test.</b>	1	

<b>Terminate the physical exam with the patient and identify any areas for follow-up care.</b>	2	
<b>Total actual points for demonstration</b>		
Possible Score = 100 100-97 = 35 points / 96-93 = 34 points / 92-88 = 33 points / 87-84 = 32 points / 83-80 = 31 points / 79- 76 = 30 points / 75-72 = 29 points / 71-68 = 28 points		

# **UNIVERSITY OF HARTFORD**

COLLEGE OF EDUCATION,  
NURSING AND HEALTH PROFESSIONS

## **Department of Nursing**

### **NUR 210: Pharmacotherapeutics**

**Credits :** 3

**Time/Place :**

**Faculty:**

**E-mail:**

**Phone:**

**Office Hours:**

#### **Course Description:**

This course is the study of clinical pharmacology and pharmacotherapeutics for nursing practice. Emphasis is placed on application of nursing process in drug therapy to promote safe, evidence-based patient care and teaching for quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects and therapeutic applications are noted for major classes of drugs with a focus on prototype and commonly used drugs within each class. Variation in response to specific drugs related to genetic influence is addressed, including known effects of specific ethnicities as a factor in drug effectiveness. Dosage calculations are evaluated for competency.

This course addresses relevant criteria of the AACN *Essentials of Baccalaureate Education* (see [www.aacn.nche.edu/Education/bacessen.htm](http://www.aacn.nche.edu/Education/bacessen.htm)) and the Quality and Safety in Nursing Education (QSEN) competencies.

**Prerequisites:** Matriculation in the Bachelor of Science in Nursing Program. BIO 122, BIO 212, CH 114, CH 136, NUR 202, NUR 205, PSY 105

**Co-Requisites:** NUR 201, NUR 215

## NUR 210: Pharmacotherapeutics

### Learning Outcomes:

Upon successful completion of this course the student will be able to:

	AACN	QSEN	Assessment
1. Integrate knowledge from liberal education to inform patient centered nursing care decisions in the use of pharmacologic agents.	I, 7	1	ATI Modules, drug cards, quizzes and final exam
2. Describe professional standards of moral, ethical, and legal conduct in the administration of pharmacologic agents.	VIII.1	2	Quizzes and final exam
3. Describe major classifications of drugs used in current treatment of disease.	II,III	4,6	ATI Modules, drug cards, quizzes and final exam
4. Identify the various herbal therapies and their role in healthcare.	II,III	1,4,6	ATI Modules, drug cards, quizzes and final exam
5. Discuss appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to promote safe use of pharmacology agents.	II.7, IX.7	1,6	ATI Modules, drug cards, quizzes and final exam
6. Recognize the relationship of genetics and genomics to health and the application of evidence-based harmacotheapeutics to achieve optimal health outcomes.	IX.8	1 & 6	Drug cards, quizzes, and final exam
7. Promote achievement of safe and quality outcomes in the use of pharmaco-therapeutics for diverse populations.	II.8, IX.12	1, 6	ATI Modules, drug cards, quizzes and final exam
8. Demonstrate a comprehensive understanding of the concept of pain and personally held attitudes, values and beliefs regarding the management of pain for patients of diverse backgrounds.	IX.18	1	Drug cards, quizzes and final exam
9. Evaluate data from all relevant sources, including technology, to inform the delivery of nursing care involving pharmacologic agents.	IV.6, IX.8,11	5 & 10	ATI Modules, drug cards, quizzes and final exam
10. Demonstrate competency in performing clinical drug and dosage calculations.		4	

**AACN KEY:** These objectives address relevant criteria of the AACN *Essentials of Baccalaureate Education*. (See: <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf> )

## NUR 210: Pharmacotherapeutics

### Required texts:

Deglin, J., Vallerand, A., & Sanoski, C. (2015). *Davis's drug guide for nurses* (14<sup>th</sup> ed.). Philadelphia: F. A. Davis. ISBN 978080363976-8

RN Pharmacology for Nursing, Ed. 7.0. ATI Nursing Education. ISBN 978-156533-573-8

Smith, B. T. (2016). *Pharmacology for nurses*. Burlington, MA: Jones & Bartlett Learning. ISBN 978128404479-9

### Recommended:

Zerwekh, J., Claborn, J.C., Gaglione, T., & Miller, C.J. (2011). *Mosby's pharmacology memory notecards: Visual, mnemonic, and memory aids for nurses* (3<sup>rd</sup> ed.). St. Louis: Mosby. ISBN 0323078001

### Teaching format:

Lecture, ATI tutorials, handouts and other materials, written assignments, power point presentations, case studies

### Course Grading and Progressing in the Nursing Program:

A minimum final course grade of 77 is required and the following must also be achieved in each course as applicable to successfully progress in the Nursing major:

- An average of 77 or better on all quizzes, tests, and exams AND
- Earn a *Satisfactory or Pass* in all clinical/skills based components or assessments AND
- Lab grade of 77 or better.

**Note:** If a student has not achieved a 77 average on quizzes, tests, exams; the lab; and/or pass clinical, the highest grade achievable in this course is a C, regardless of other work completed.

GPA	Letter Grade	Numeric Evaluation Value
4.00	A	94-100
3.67	A-	90-93
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	64-66
0.67	D-	60-63
0.00	F	00-59

## NUR 210: Pharmacotherapeutics

### Methods of Evaluation:

ATI Modules- (0520) Pharmacology Tutorials	15 %
Drug Cards	20 %
Quizzes – weekly ( <b>none</b> dropped)	25 %
Comprehensive ( <b>ATI</b> ) Final Exam	40 %
	<hr/>
	100 %

### Course Requirements:

ATI Modules - Tutorials (15%):

Pharmacology Made Easy Tutorials have Ten Modules with Lessons and Tests for each drug category. You are to do the tests that follow for the assigned **ATI** Pharmacology Modules.

In order to get the credit, you must have a minimum score of 90% (and not more than two tries) on each of the Modules, your average (of 2 max) will be the grade recorded. **ATI Pharmacology Modules are due on the day of the lecture, no exceptions;** these are necessary preparation for weekly lecture.

Med/ Drug Cards and Due Dates (20 %):

Each week several medications cards (5 – 8) are assigned. Medication cards are to be handwritten/ printed on index cards. Prototypes for each drug class will be discussed as well as the assigned medications.

Medications cards will be due each week at the **beginning of class**. Failure to have the assigned drug cards completed at the beginning of the class, on the week assigned, will result in a ZERO. Medications are also found on weekly quizzes. Med cards are worth three points each week: all are completed, pregnancy codes are clearly identifiable and nursing interventions covered.

Quizzes (25%):

There are thirteen quizzes planned for this term. Thirteen quizzes are scheduled, all 13 will be used to calculate your quiz average which is 25% of the total grade. If you complete all twelve quizzes, the lowest quiz will be dropped. If we have a snow day, and a quiz is missed, the remaining twelve quizzes will be utilized. If you miss a class, or show up after the first 15 minutes, the quiz missed due to your absence or late arrival (unless arrangements have been made prior to class), will be the 'dropped' quiz.

Quizzes will be structured as follows: 15 - 20 questions (multiple choice, and/or matching questions). Medications (ie, cards) for the week and reading/lecture (ATI & Smith) for the previous week are the focus of the quiz.

**Cummulative (ATI) Final (40%):** The ATI Pharmacology Proctored Assessment serves as your FINAL EXAM. The minimum ATI grade on the predictor is a **65% for an 80%** in Moodle. Grades between 60 and 65% will be ranked and assigned a grade of 70% – 79%. ATI cut grades below 60 will be recorded as the number received (ie, ATI of 54% = 54% recorded in MOODLE). The ATI Practice Assessment is OPEN for practice before the Final Exam.

## NUR 210: Pharmacotherapeutics

Weekly Reading and Assignments: *see pages that follow.*

### **Test and Exam Review:**

Ordinarily, a group review of a quiz will be given before the next scheduled quiz. After that review, the previous quiz(s) will be closed for individual student review

### **Academic Expectations**

Everyone is expected to maintain academic integrity by properly citing all work. Follow APA format for citing references. Inadequate citing of any work by another author and plagiarism, whether inadvertent or otherwise, will result in a failed grade. Any form of academic misconduct is not acceptable under any circumstance per university policy. Please review policies at <https://www.hartford.edu/current-students/student-handbook/> .

### **Diversity Statement:**

<https://www.hartford.edu/about/diversity-inclusion/default.aspx>

### **Students with Disabilities:**

<https://www.hartford.edu/academics/academic-support/accessibility-services/>

### **Class Cancellations:**

For information regarding class cancellations due to inclement weather please check your [hartford.edu](http://hartford.edu) email account or the [www.hartford.edu](http://www.hartford.edu) website for up-to-date information. Be sure to check your Self Service account Personal Information to be sure your cell phone number is listed. The Text Alert system can then notify you of cancellations, closings, or other emergency information. (Once your cell phone is in the Self Service system, you no longer have to re-register each year to receive text alerts.) Should the Nursing Programs office decide to cancel Nursing classes even though the University is open, a decision will be made by 2:00pm and posted on the Blackboard Community site. For information about University closings and the Text Alert system go to: [http://www.hartford.edu/news/weather\\_closing.aspx](http://www.hartford.edu/news/weather_closing.aspx) .

## NUR 210: Pharmacotherapeutics

### WEEKLY READING and ASSIGNMENTS

Week/Date	Topic and Assignment(s)	Objectives
Orientation Week 1  Power Point/ Smith, Ch 2	Syllabus Orientation Med Card Instructions  Please Note: Drug cards are on the QUIZ for the week ASSIGNED  1. Acetaminophen 2. Ibuprofen	<ol style="list-style-type: none"> <li>1. To review the course syllabus</li> <li>2. To discuss the assignments</li> <li>3. To understand the grading system and Final Exam</li> <li>4. To access ATI and</li> <li>5. To review the weekly ATIs due</li> <li>6. To complete one medication card in class as an example</li> </ol>

Week/Date	Topic and Assignment(s)	Objectives
Week – 1  ATI ➤ None  Power Point/ Smith, Ch 1	Intro to Pharmacology: Drug action, nursing process, medication safety, drug approval, cultural/pharmacogenetics, Pedi/geri considerations  Reading: ATI 7.0, pp 1 – 17 Smith (2016), pp. 3 - 53  MED CARDS – <ul style="list-style-type: none"> <li>• Acetaminophen (1368)</li> <li>• Ibuprofen</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the pharmacodynamics and pharmacokinetics of medications.</li> <li>2. Compare and contrast the pharmacodynamics and pharmacokinetics of medications.</li> <li>3. Distinguish between generic and trade names.</li> <li>4. Apply principles of pharmacodynamics to clinical practice.</li> <li>5. Discuss adverse drug reactions and</li> <li>6. Explain the nursing interventions for adverse drug reactions.</li> <li>7. Discuss clinical applications.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
Week -3  Date  QUIZ - #1  ATI ➤ Cardiac	<b>CARDIOVASCULAR</b>  Reading: ATI 7.0, pp. 151 – 190 Smith (2016), pp. 157 - 180  <b>MED CARDS</b> <ul style="list-style-type: none"> <li>• Lisinopril</li> <li>• Valsartan</li> <li>• Amlodipine</li> <li>• Prazosin</li> <li>• Clonidine</li> <li>• Metoprolol</li> <li>• Digoxin</li> <li>• Nitro-stat</li> </ul>	8. Compare & contrast the 6 classifications of cardiac medications 9. Discuss prophylaxis of coronary heart disease 10. Compare and contrast anticoagulants, antiplatelet and thrombolytic agents 11. Discuss the prototypes for each of the cardiovascular classifications 12. Discuss nursing concerns for each class and 13. Summarize the most common medications utilized in these medication classes. 14. Identify prototypes for this drug class and 15. Discuss concerns and issues.

Week/Date	Topic and Assignment(s)	Objectives
Week - 2  Date 30 JAN 19  ATI ➤ Neuro 1 ➤ Neuro 2  BY: Sat, 11 Feb Noon	<b>ONLINE: Neuro</b>  READ: ATI 6.0, pp 72 – 207 Smith (2016), 106 – 120  ASSIGNMENT – complete: <ul style="list-style-type: none"> <li>❖ ATI – Neuro 1</li> <li>❖ ATI – Neuro 2</li> </ul> <b>MED CARDS</b> <ul style="list-style-type: none"> <li>• Hydrocodone</li> <li>• Oxycodone</li> <li>• Fentanyl</li> <li>• Tramadol</li> <li>• Naloxone/Narcan©</li> </ul>	1. To complete online classes on ATI Tutorials for Neuro 1, Neuro 2 and read the accompanying materials. 2. To complete the post test for each of the ATI Units with 90 % or better in two attempts 3. Complete ATI's by NOON, 2 Fe 19. 4. Submit Med Cards: 6 Feb 19

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
Week - 3  Date 06 FEB 19  QUIZ #2  ATI ➤ Respiratory	<b>RESPIRATORY</b>  Reading: ATI 7.0, 125 – 142 Smith (2016), pp.190 - 205  <b>MED CARDS</b> <ul style="list-style-type: none"> <li>• Albuterol</li> <li>• Theophylline</li> <li>• Montelukast</li> <li>• Methylprednisolone (Medrol)</li> <li>• Tiotropium</li> <li>• Beclomethasone piprop.</li> <li>• Ipratropium bromide</li> </ul>	<ol style="list-style-type: none"> <li>1. Articulate the triggering mechanisms for asthma</li> <li>2. Differentiate broncho – dilation vs anti inflammatory medications</li> <li>3. Compare &amp; contrast asthma vs. bronchitis and treatment strategies</li> <li>4. Discuss the prototypes for each of the classifications discussed</li> <li>5. Discuss nursing concerns for each class and</li> <li>6. Summarize the most common medications utilized in these medication classes.</li> <li>7. Identify prototypes for this drug class and</li> <li>8. Discuss concerns and issues.</li> <li>9. Discuss clinical applications</li> </ol>

Week/Date	Topic and Assignment(s)	Objectives
Week -4  Date 13 FEB 19  QUIZ #3  ATI ➤ Endocrine	<b>ENDOCRINE Meds</b>  Reading: ATI 7.0, pp 307 - 326 Smith (2016), pp. 236 - 262  <b>MED CARDS</b> <ul style="list-style-type: none"> <li>• Acarbose</li> <li>• Metformin (Glucophage)</li> <li>• Glyburide</li> <li>• Pioglitazone</li> <li>• Repaglinide</li> <li>• Levothyroxine</li> <li>• INSULIN CARD</li> </ul>	<ol style="list-style-type: none"> <li>1. Differentiate between T1DM and T2DM</li> <li>2. Articulate the pharmacologic agents for T1DM and T2DM</li> <li>3. Compare &amp; contrast therapeutic agents for hypo and hyperthyroidism</li> <li>4. Discuss drugs that affect the hypothalamic, pituitary &amp; adrenal cortex functioning</li> <li>5. Discuss the prototypes for each of the endocrine classifications</li> <li>6. Discuss nursing concerns for each class and</li> <li>7. Summarize the most common medications utilized in these medication classes.</li> <li>8. Identify prototypes for this drug class and</li> <li>9. Discuss concerns and issues.</li> <li>10. Discuss clinical applicatiосn.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
<p>Week - 5</p> <p>Date 20 FEB 19</p> <p>QUIZ #4</p> <p>ATI ➤ Infection</p>	<p>ANTIMICROBIALS: Antibiotic agents</p> <p>Reading: ATI 7.0, 353 – 368 Smith (2016), pp. 411 - 439</p> <p>MED CARDS</p> <ul style="list-style-type: none"> <li>• Azithromycin</li> <li>• Cephalexin</li> <li>• Doxycycline</li> <li>• Penicillin</li> <li>• Trimethoprim/ sulfamethoxazole</li> <li>• Levofloxacin</li> <li>• Gentamicin</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare and contrast microbial agents: bacterium, viruses, parasites and fungi</li> <li>2. Compare and contrast intolerance vs allergic to with antimicrobial therapy</li> <li>3. Discuss delayed hypertensive response to antimicrobial therapy</li> <li>4. Discuss antibacterial resistance and cite reasons for resistance</li> <li>5. Differentiate bacteriostatic vs bactericidal</li> <li>6. Discuss the prototypes for each of the antimicrobial classifications</li> <li>7. Discuss nursing concerns for each class and</li> <li>8. Summarize the most common medications utilized in these medication classes.</li> <li>9. Identify prototypes for this drug class and</li> <li>10. Discuss concerns and issues.</li> <li>11. Discuss clinical applications.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
<p>Week - 6</p> <p>Date 27 FEB 19</p> <p>QUIZ #5</p> <p>ATI ➤ Immune</p>	<p>ANTIMICROBIAL II</p> <p>Reading: ATI 7.0, pp 369 – 388 Smith (2016), pp 439-453 ➔ Review last week's readings</p> <p>MED CARDS</p> <ul style="list-style-type: none"> <li>• Acyclovir</li> <li>• Metronidazole</li> <li>• Fluconazole</li> <li>• INH</li> <li>• Rifampin</li> </ul> <p>Additional Assignment ✓ Complete antibiotic grid</p>	<p>12. Compare contrast candida vs. fungal infection</p> <p>13. Discuss the prototypes for each of the antimicrobial classifications addressed</p> <p>14. Discuss nursing concerns for each class and</p> <p>15. Summarize the most common medications utilized in these medication classes.</p> <p>16. Identify prototypes for this drug class and</p> <p>17. Discuss concerns and issues.</p> <p>18. Discuss clinical applications.</p>

SPRING BREAK –

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
Week - 7  Date 13 MAR 19  QUIZ #6  ATI ➤ TBA	DIURETICS and URINARY and make up any materials . . .  Reading: ATI 7.0, pp 143 - 150 Smith (2016), pp 172 – 174  MED CARDS <ul style="list-style-type: none"> <li>• Diamox</li> <li>• Furesomide</li> <li>• Hydrochlorothiazide</li> <li>• Potassium (K-lor)</li> <li>• Spirolactone</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the prototypes for each of the diuretic classifications addressed</li> <li>2. Discuss nursing concerns for each class and</li> <li>3. Summarize the most common medications utilized in these medication classes.</li> <li>4. Identify prototypes for this drug class and</li> <li>5. Discuss concerns and issues.</li> <li>6. Discuss clinical applications.</li> </ol>

Week/Date	Topic and Assignment(s)	Objectives
Week – 8  Date 20 MAR 19  QUIZ #7  ATI ➤ Hematology	HEM PREPARATIONS:  Reading: ATI 7.0, pp. 191 - 214 Smith (2016), pp. 177 - 186  MED CARDS <ul style="list-style-type: none"> <li>• Epoetin alpha</li> <li>• Heparin</li> <li>• Warfarin</li> <li>• Clopidogrel</li> <li>• Dabigatran</li> <li>• Alteplase</li> </ul> Additional Assignment ➔ Know these lab values: ❖ PT ❖ PTT ❖ INR	<ol style="list-style-type: none"> <li>1. Discuss medication options for differing presentations of angina</li> <li>2. Discuss prophylaxis and treatment of antidysrhythmic agents</li> <li>3. Discuss hematopoietic agents and indications for usage</li> <li>4. Discuss the prototypes for each of the cardiovascular classifications</li> <li>5. Discuss nursing concerns for each class and</li> <li>6. Summarize the most common medications utilized in these medication classes.</li> <li>7. Identify prototypes for this drug class and</li> <li>8. Discuss concerns and issues.</li> <li>9. Discuss clinical applicatons.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
<p>Week -9</p> <p>Date 27 MAR 19</p> <p>QUIZ #8</p> <p>ATI ➤ Gastrointestinal</p>	<p>G I Medications</p> <p>Reading: <b>ATI 7.0</b>, pp 215 – 242 Smith (2016), pp. 210 - 232</p> <p>MED CARDS</p> <ul style="list-style-type: none"> <li>• Aluminum hydroxide</li> <li>• Omeprazole</li> <li>• Ranitidine</li> <li>• Sucralfate</li> <li>• Ondansetron</li> <li>• Diphenoxylate</li> <li>• Docusate sodium</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare and contrast PPI vs H2 Inhibitors</li> <li>2. Discuss GERD: pharmacologic and lifestyle interventions</li> <li>3. Discuss treatments of diarrhea and constipation</li> <li>4. Discuss the nursing interventions to assist with GI Dysfunction: diets, the BRAT Diet, fluid &amp; exercise</li> <li>5. Summarize the most common medications utilized in these medication classes.</li> <li>6. Identify prototypes for this drug class and</li> <li>7. Discuss concerns and issues.</li> <li>8. Discuss clinical applications.</li> <li>9. Discuss clinical applications.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
<p>Week -I0</p> <p>Date 03 APRIL 19</p> <p>QUIZ - #9</p> <p>ATI ➤ Musculo-skeletal</p>	<p>MUSCULOSKELETAL: Pain and Inflammation</p> <p>Reading: ATI 7.0, pp 260 - 306 Smith (2016), pp 91 -126</p> <p>MED CARDS</p> <ul style="list-style-type: none"> <li>• * Ibuprofen</li> <li>• Meloxicam</li> <li>• *Acetaminophen</li> <li>• Levetiracetam</li> <li>• Carbidopa-Levodopa</li> <li>• Memantine</li> </ul> <p>REVIEW (Wk 2 Cards)</p> <ul style="list-style-type: none"> <li>• Morphine/hydromorphone</li> <li>• Codeine/oxycodone</li> <li>• Fentanyl</li> <li>• Tramadol</li> <li>• Gabapentin</li> <li>• Naloxone</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss NSAID, COX-1 and COX-2 vs Acetaminophen</li> <li>2. Discusses the pharmacologic treatment of selected disorders</li> <li>3. RA vs OA; seizure and Parkinson's</li> <li>4. Discuss nursing concerns for each treatment class</li> <li>5. Summarize the most common medications utilized in these medication classes.</li> <li>6. Summarize the most common medications utilized in these medication classes.</li> <li>7. Identify prototypes for this drug class and</li> <li>8. Discuss concerns and issues.</li> <li>9. Discuss clinical applications/</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
<p>Week -11</p> <p>Date</p> <p>QUIZ #11</p> <p>ATI            ➤ OPEN: RN            Pharmacology            Online            Practice 2016            B</p>	<p>PSYCHOTROPIC Meds</p> <p>Reading:            ATI 7.0 pp 47 – 90            Smith (2016), 363 - 389</p> <p>MED CARDS</p> <ul style="list-style-type: none"> <li>• Fluoxetine</li> <li>• Phenelzine</li> <li>• Fluoxetine</li> <li>• Phenelzine</li> <li>• Lithium carbonate</li> <li>• Thorazine</li> <li>• Olanzapine</li> <li>• Eszopiclone</li> <li>• Quetiapine</li> <li>• Alprazolam</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare &amp; contrast addiction and dependence.</li> <li>2. Compare &amp; contrast pain threshold and tolerance.</li> <li>3. Discuss signs, symptoms and treatment of opioid with-drawal.</li> <li>4. Articulates the 6 classifications of psychotherapeutics</li> <li>5. Discuss the prototypes for each of the opioid and psychotherapeutic classifications</li> <li>6. Discuss nursing concerns for each class and</li> <li>7. Summarize the most common medications utilized in these medication classes.</li> <li>8. Identify prototypes for this drug class and</li> <li>9. Discuss concerns and issues.</li> <li>10. Discuss clinical application.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
<p>Week - 12</p> <p>Date</p> <p>QUIZ #12</p> <p>ATI ➤ Reproductive/GU</p>	<p>REPRODUCTIVE and SKIN</p> <p>Reading: ATI 7.0, pp 243 – 260 Smith (2016), pp 345 ff</p> <p>MED CARDS</p> <ul style="list-style-type: none"> <li>• Tamsulosin</li> <li>• Toterodine</li> <li>• Tadalafil</li> <li>• Ethinyl estradiol</li> <li>• Medroxyprogesterone</li> <li>• Dapsone</li> <li>• Fluocinonide</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the menstrual cycle and the use of hormones to regulate ovulation</li> <li>2. Discuss dysfunctions of uterine tissue and medications available for regulation</li> <li>3. Discuss the ebb &amp; flow of androgen and treatment schemes of low T</li> <li>4. Compare &amp; contrast psychologic vs. physiologic erectile dysfunction</li> <li>5. Discuss pharmacologic interventions and potential dangers of treatment</li> <li>6. Discuss the prototypes for each of the female and male classifications covered</li> <li>7. Discuss nursing concerns for each class and</li> <li>8. Summarize the most common medications utilized in these medication classes.</li> <li>9. Identify prototypes for this drug class and</li> <li>10. Discuss concerns and issues.</li> </ol>

## NUR 210: Pharmacotherapeutics

Week/Date	Topic and Assignment(s)	Objectives
Week - 13  Date  QUIZ #13  ATI ➤ CONTINUE- RN Pharmacology Online Practice 2016 B	<b>COMPLIMENTARY and ALTERNATIVE THERAPY</b>  Reading:  <b>ATI 7.0, pp. T BA</b> Smith (2016) – none  <b>MEDS – NO CARDS</b> 1. Saw palmetto 2. Valerian root 3. St John’s wort 4. Echinacea 5. Ginko 6. Ginseng 7. Glucosamine 8. Ondroitin 9. Omega-3 fatty acid 10. Melatonin	1. Discuss complementary and alternative therpaies 2. Discuss the FDA’s control over dietary supplements, herbals , etc 3. Discuss the safety and efficacy of supplemental and herbals 4. Review the nursing assessment for herbals, vitamins and supplements 5. Discuss the ten most common herbals/supplements cited 6. Discuss clinical usage and application.

Week/Date	Topic and Assignment(s)	Objectives
Week 14	Dosage calculation module	
Week 15	Dosage Calculation module II	

**SNOW DAY ASSIGNMENT:**

Week/Date	Topic and Assignment(s)	Objectives
Date - TBD  ATI ➤ Neuro 1 ➤ Neuro 2  BY: 10 days after snow day / 2 <sup>nd</sup> Saturday by noon	<b>ONLINE: Neuro</b>  <b>READ:</b> Smith (2016), 106 – 120  <b>ASSIGNMENT – complete:</b> ❖ ATI – Neuro 1 ❖ ATI – Neuro 2	5. To complete online classes on ATI Tutorials for Neuro 1, Neuro 2 and read the accompanying materials. 6. To complete the post test for each of the ATI Units with 90 % or better in two attempts 7. To forward to the instructor, as a PDF, the transcript for these two units by noon, the second Saturday after the snow day.

# UNIVERSITY OF HARTFORD

COLLEGE OF EDUCATION,  
NURSING AND HEALTH PROFESSIONS

Department of Nursing

NUR 215 Pathophysiology

**Credits:** 3

**Time/Place:**

**Faculty:**

**E-mail:**

**Phone:**

**Office Hours:**

## Course Description:

This course focuses on the pathophysiology of common disease and disabling conditions affecting human beings across the lifespan. Content builds on basic anatomy and physiology content obtained from earlier courses. The pathophysiologic bases of common human health alterations and associated clinical manifestations are discussed and examined from a nursing perspective.

This course addresses relevant criteria of the AACN *Essentials of Baccalaureate Education* (see [www.aacn.nche.edu /Education/bacessen.htm](http://www.aacn.nche.edu/Education/bacessen.htm)) and the QSEN Competencies.

**Prerequisites:** BIO 122, CH 114, CH 136, BIO 212 & 213, NUR 202, NUR 205

**Co-requisites:** NUR 201, NUR 210

*Disclaimer: Faculty reserves the right to make modifications in content and schedule necessary to promote the best education possible, within conditions affecting the course.*

## LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

	<i>AACN</i>	<i>QSEN</i>	<i>Assessment Methods</i>
1. Integrate theories and concepts from liberal education to build an understanding of the human experience as it relates to the practice of patient-centered nursing care.	I.1	1	Quizzes Exam Concept Maps ATI Tutorials
2. Describe pathophysiologic changes, and protective and predictive factors, including genetics, which influence quality health care for diverse populations.	II.8 & VII.1	1 & 6	Quizzes Exam Concept Maps
3. Describe subjective and objective findings that result from pathophysiologic changes.		1 & 6	Quizzes Exam

	<i>AACN</i>	<i>QSEN</i>	<i>Assessment Methods</i>
			Concept Maps
4. Demonstrate an understanding of how a nurse's knowledge of pathophysiologic changes contributes to a safe care environment and optimal patient outcomes.	IX.12	8	Quizzes Exam Concept Maps ATI Tutorials
5. Evaluate the credibility of sources of evidence related to pathophysiologic changes and treatment options.	III.4	5 & 10	Concept Maps
6. Develop professional communication and collaboration skills through team-building learning activities.	VI.5	6 & 7	Concept Maps

**Teaching Format:**

- |                                |                              |
|--------------------------------|------------------------------|
| ◇ Classroom discussion         | ◇ Online discussion          |
| ◇ Audiovisual presentations    | ◇ Group assignments/projects |
| ◇ Written Assignments          | ◇ Homework and Class Tickets |
| ◇ Lecture/formal presentations | ◇ Reading assignments        |

**Course Grading and Progressing in the Nursing Program:**

A minimum final course grade of 77 is required and the following must also be achieved in each course as applicable to successfully progress in the Nursing major:

- An average of 77 or better on all quizzes, tests, and exams AND
- Earn a *Satisfactory or Pass* in all clinical/skills based components or assessments AND
- Lab grade of 77 or better.

**Note:** If a student has not achieved a 77 average on quizzes, tests, exams; the lab; and/or pass clinical, the highest grade achievable in this course is a C, regardless of other work completed.

<b>GPA</b>	<b>Letter Grade</b>	<b>Numeric Evaluation Value</b>
4.00	A	94-100
3.67	A-	90-93
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	64-66
0.67	D-	60-63
0.00	F	00-59

## Evaluation Methods:

### OBJECTIVE MODES – 80%

QUIZZES (6) –	54%
COMPREHENSIVE FINAL –	26%

### SUBJECTIVE MODES – 20%

**ATI's (4)** – TUTORIAL TAB, *NurseLogic 2.0* (8%) [*@ 2pts each*]

- #1 Due> ATI Plan: Student Orientation
- #2 Due > Knowledge & Judgment/Beginning Level
- #2 Due > Priority Setting/Beginning Level
- #3 Due > Testing and Remediation/Beginning Level

**CONCEPT MAPS (3)** – group project (12%) [ DUE:     ]

### Bi-weekly Quizzes:

At the beginning of designated classes, every other week, six (6) multiple choice quizzes will be given. Quizzes will be taken from assigned readings, end of chapter questions and vocabulary, and the online student resources.

### Comprehensive Final:

On the assigned final exam date a one hundred (100) multiple choice question exam will be given. All sixteen (16) chapters will be covered. (The Registrar assigns, dates and times for final exams, this is published in late November)

### Concept Maps:

Concept maps are due according to the schedule provided beginning week three, September 22nd. A concept map is a structured process that represents a problem, idea, or topic. It involves the use of systems theory and displays a “picture” of the focus item along with related concepts and relationship description. Concept maps will be done in groups. All concept maps will include the following criteria:

- Clinical Manifestations (Signs and symptoms)
- Compensatory mechanisms (Body’s physiologic response) If none, state that.
- Pathophysiology (At cell and tissue level)
- Causes     • Genetic predisposition     • Treatment/ outcomes

This is a **group** project – drawn at random. Concept maps are due by **by 9am on the Saturday assigned** (*see complete grid hereafter*) in order to receive full credit. **One group member** is to email the map to me as a **PDF attachment** to:

Be creative – use images and shapes to enhance your maps! Please refer to “Concept Map Design for Microsoft Word Users as needed . Concept Map Web site you may wish to visit:  
<http://cmap.ihmc.us>

### ATI MODULES (3) – ATI, *Nurse Logic 2.0* (under ATI Tutorial Tab)

You are required to complete tutorials and complete the Q&As (in practice mode) to get the credit. This is two part deal – you need to log **at least 1 hour per module** (one point /1pt) and submit a grade sheet with a **90% or better** (second point) to get full credit (2 pts/ ATI).

- #1 Due> ATI Plan: Student Orientation

- #2 Due > Knowledge & Judgment/Beginning Level
- #2 Due > Priority Setting/Beginning Level
- #3 Due > Testing and Remediation/Beginning Level

**DATES TO REMEMBER:**

**Quizes**

**ATI's**

**Concept Maps**

**Required Texts:**

University of Hartford (2020-2021) *Nursing Sstudent Handbook*. West Hartford, CT: Author.  
*[Handed out in NUR 200]*

Huether, S., & McCance, K. (2012). *Understng pathophysiology* (6<sup>th</sup> ed). St. Louis: Mosby.  
 ISBN13: 978-0-323-35409-7

*Publication manual of the American psychological association* (6<sup>th</sup> ed.). (2010). Washington, DC:  
 American Psychological Association.

**Academic Expectations**

Everyone is expected to maintain academic integrity by properly citing all work. Follow APA format for citing references. Inadequate citing of any work by another author and plagiarism, whether inadvertent or otherwise, will result in a failed grade. Any form of academic misconduct is not acceptable under any circumstance per university policy. Please review policies at <https://www.hartford.edu/current-students/student-handbook/> .

**Diversity Statement:**

<https://www.hartford.edu/about/diversity-inclusion/default.aspx>

**Students with Disabilities:**

<https://www.hartford.edu/academics/academic-support/accessibility-services/>

**Class Cancelations:**

For information regarding class cancellations due to inclement weather please check your [hartford.edu](http://www.hartford.edu) email account or the [www.hartford.edu](http://www.hartford.edu) website for up-to-date information. Be sure to check your Self Service account Personal Information to be sure your cell phone number is listed. The Text Alert system can then notify you of cancelations, closings, or other emergency information. (Once your cell phone is in the Self Service system, you no longer have to re-register each year to receive text alerts.) Should the Nursing Programs office decide to cancel Nursing classes even though the University is open, a decision will be made by 2:00pm and posted on the Blackboard Community site. For information about University closings and the Text Alert system go to: [http://www.hartford.edu/news/weather\\_closing.aspx](http://www.hartford.edu/news/weather_closing.aspx) .

## TOPICAL OUTLINE AND READINGS SUMMARY

Date	Objectives	TOPIC	CHAPTER
<p><b>Class 1</b></p>	<p><b>Syllabus REVIEW, then</b></p> <p><b>Lecture: Altered Cell Biology</b></p> <ol style="list-style-type: none"> <li>1. Describe the cellular adaptations made in each of the following processes: atrophy, hypertrophy, hyperplasia, dysplasia, and metaplasia.</li> <li>2. Discuss causative factors of each of the above cellular adaptations.</li> <li>3. Identify the most common cause of cellular injury.</li> <li>4. Describe the mechanism of cellular injury that can occur as a result of the following causes: hypoxia, free radicals, and reactive oxygen species.</li> <li>5. Describe cellular injury caused by physical trauma such as blunt force trauma, abrasions, lacerations, and gunshots.</li> <li>6. Describe cellular injury caused by infection and inflammation.</li> <li>7. Describe the major mechanism of tissue damage caused by chemical injury.</li> <li>8. Discuss the importance of alcoholism.</li> <li>9. Discuss unintentional versus intentional injuries.</li> <li>10. Discuss the manifestations of cellular injury, including hydropic changes, protein, lipid and carbohydrate alterations, pigment changes, and electrolyte changes.</li> <li>11. Discuss the manifestations of cellular death, including the four major types of necrosis, and give examples of the tissue types affected by each type of necrosis.</li> <li>12. Discuss apoptosis.</li> <li>13. Discuss the cellular mechanisms of normal degenerative changes of aging.</li> <li>14. Discuss the types of tissue necrosis.</li> <li>15. Identify the clinical manifestations of somatic death.</li> </ol>	<p>Altered Cell Biology</p>	<p>Huether &amp; McCance, 5<sup>th</sup> ed. /Chapter 3 <b>6<sup>th</sup> ed./Chapter 4</b></p>
<p><b>Class 2</b></p> <p><b>QUIZ #1</b></p>	<p><b>Lecture: Fluid &amp; Electrolytes, Acid-Base Balance</b></p> <ol style="list-style-type: none"> <li>1. Discuss the two functional fluid compartments of the body.</li> <li>2. Discuss the ways water moves between plasma and interstitial fluid.</li> <li>3. Explain Starling forces.</li> <li>4. Describe the causation, pathophysiologic process, and clinical manifestations of edema.</li> </ol>	<p>Fluid &amp; Electrolytes Acid and Base Balance Genetic Disease and Epigenetics</p>	<p>Huether, 5<sup>th</sup> ed./Chapter 4 6<sup>th</sup> ed./ Chapter 5 Huether, 6<sup>th</sup> ed. pp. 49 – 61 AND Chapter 3</p>

	<ol style="list-style-type: none"> <li>5. Discuss the regulatory processes for sodium and water balance in the body, including the role of antidiuretic hormone, renin-angiotensin-aldosterone, and atrial natriuretic hormone.</li> <li>6. Define hypotonic, isotonic, and hypertonic alterations in water balance and give an example of each.</li> <li>7. Identify the basic causes and clinical manifestations of hypernatremia, hyponatremia, hyperchloremia, and hypochloremia.</li> <li>8. Discuss the causes and clinical manifestations of water deficit and water excess.</li> <li>9. Discuss the clinical manifestations and treatments for the syndrome of inappropriate secretion of ADH (SIADH).</li> <li>10. Discuss the distribution, function, and regulation of potassium in the body.</li> <li>11. Identify the basic causes and clinical manifestations of hyperkalemia and hypokalemia.</li> <li>12. Discuss the role of hydrogen ion concentration in cellular function and dysfunction.</li> <li>13. Describe how the plasma buffering systems help prevent significant fluctuations in pH.</li> <li>14. Explain how the lungs and the kidneys regulate acid-base balance.</li> <li>15. Differentiate between respiratory and metabolic acid-base disorders by causes and mechanisms of compensation.</li> </ol> <p><b>Lecture: Genetic Disease and Epigenetics</b></p> <ol style="list-style-type: none"> <li>1. Define the processes of transcription, gene splicing, and translation.</li> <li>2. Describe the differences between somatic cells, gametes, autosomes, and sex chromosomes.</li> <li>3. Identify the different mechanisms of mutation and discuss the effect of these mutations on survival.</li> <li>4. Identify the major chromosomal abnormalities.</li> <li>5. Differentiate between genotype and phenotype, and give examples of each.</li> <li>6. Differentiate between autosomal dominant, autosomal recessive, and X-linked recessive inheritance modes.</li> <li>7. Discuss the concept of pedigrees and how they are useful</li> </ol>		
<b>Class 3</b>	<b>Lecture: Immunity and Defenses</b>		

	<ol style="list-style-type: none"> <li>1. Identify innate immunity versus adaptive immunity.</li> <li>2. Describe the composition, function, and purpose of physical, mechanical, and biochemical barriers.</li> <li>3. Discuss the importance of normal flora in relation to opportunistic infections.</li> <li>4. Describe the process of inflammation.</li> <li>5. Describe the steps of the acute inflammatory response.</li> <li>6. Identify the three plasma protein systems that mediate the inflammation response.</li> <li>7. Discuss the complement, clotting, and kinin systems</li> <li>8. Discuss each of the cell types (granulocytes, platelets, lymphocytes, natural killer cells, and monocytes) involved in the inflammatory response, and explain their individual roles and relative importance to the process.</li> <li>9. Discuss how phagocytosis can actually promote the inflammatory process..</li> <li>10. Describe the process and sequence of phagocytosis.</li> <li>11. Differentiate between local and systemic responses to acute inflammation on the basis of clinical manifestations.</li> <li>12. Identify the histologic characteristics of chronic inflammation, focusing on the differences between resolution and repair.</li> <li>13. Describe tissue healing by primary and secondary intention.</li> <li>14. Describe the different types of dysfunctional wound healing that can occur during the reconstructive phase.</li> <li>15. Distinguish between natural and acquired immunity.</li> <li>16. Define and describe humoral and cell-mediated immunity, and, active and passive immunity.</li> <li>17. Define antibody, describing the molecular structure and function of an antibody.</li> <li>18. Identify the classes of immunoglobulins.</li> <li>19. Differentiate between a primary and secondary immune response.</li> </ol>	<p>Innate and Adaptive Immunity</p>	<p>Huether, 5<sup>th</sup> ed./Chpts 5 and 6 6<sup>th</sup> ed./CHpts 6 and 7</p> <p><b><u>CONCEPT MAP #1</u></b> Due this Saturday, 22 September @ 9AM</p>
<p><b>Class 4</b></p>	<p><b>This time should be used to</b></p> <ul style="list-style-type: none"> <li>• Complete your ATI's</li> <li>• Work on Concept Maps</li> </ul>	<p>ATI's and MAPs can always be posted EARLY</p>	

<p><b>QUIZ</b> <b>#2</b></p>	<ul style="list-style-type: none"> <li>• Catch up pn reading assignments and read, outline materials ahead</li> </ul> <ol style="list-style-type: none"> <li>1. Describe the general adaptation syndrome (GAS) as proposed by Selye.</li> <li>2. Discuss the components of physiologic stress and the stages of the GAS response.</li> <li>3. Discuss the neuroendocrine stress response from initiation (by recognition of a stressor) through resolution (by exhaustion or adaptation).</li> <li>4. List the effects of cortisol, epinephrine, and norepinephrine on the individual under stress.</li> <li>5. Identify hormones, other than epinephrine and cortisol, affected by the physiologic response to a stressor.</li> <li>6. Describe the known mechanisms of interaction between the neuroendocrine and immune responses to stress.</li> <li>7. Discuss the factors that mediate an individual's ability to cope with a stressor.</li> <li>8. Compare bacterial, viral, and fungal infections, including manifestations.</li> <li>9. Explain how live, attenuated, and killed vaccines differ, as well as the relative risks and benefits of each type over the others.</li> <li>10. Explain how bacterial resistance to antibiotics occurs.</li> <li>11. Discuss the different congenital and acquired immune deficiencies.</li> <li>12. Define the three stimuli of hypersensitivity: allergy, autoimmunity, and alloimmunity.</li> <li>13. Describe and compare the four types of hypersensitivity reactions.</li> <li>14. Describe how an individual becomes sensitized to an allergen in type I hypersensitivity reactions.</li> <li>15. Describe the common clinical manifestations of allergy reactions and the underlying histologic processes.</li> <li>16. Differentiate between immediate and delayed hypersensitivities and give an example of each.</li> <li>17. Define autoimmune/alloimmune disease and give an example.</li> <li>18. Discuss the different types of blood group antigens and the issues concerning blood type compatibility for blood transfusions.</li> </ol>	<p>just never after the date/time listed.</p> <p>Stress &amp; Disease Infection</p>	<p>Huether, 5<sup>th</sup> ed./Chptrs 7 and 8 6<sup>th</sup> ed./ Chpts 8 and 9</p>
----------------------------------	--	---	---

	19. Discuss the importance of the Rh antigen for women of childbearing age.		
<b>Class 5</b>	<ol style="list-style-type: none"> <li>1. Describe the alterations in vascular flow (including thrombus formation, emboli, traumatic injury, atherosclerotic plaques, vasospastic disease, and varicosities) that result in outcomes such as deep venous thrombosis (DVT), stasis ulcers, chronic insufficiencies, and superior vena cava syndrome.</li> <li>2. Discuss the differences between primary, secondary, complicated, and isolated systolic hypertension.</li> <li>3. Discuss the importance of malignant hypertension.</li> <li>4. Describe the clinical symptoms and underlying pathophysiology of postural and idiopathic hypotension.</li> <li>5. Describe the differences between true and false aneurysms.</li> <li>6. Describe the differences between a thrombus and an embolus.</li> <li>7. Describe the symptoms and pathophysiology of Buerger and Raynaud disease.</li> <li>8. Identify the risk factors for atherosclerosis and the progression to myocardial infarction.</li> <li>9. Identify the characteristics of peripheral arterial disease.</li> <li>10. Discuss the progression of coronary artery disease from ischemia to infarction, including clinical symptoms, diagnostic evaluation of myocardial infarction, and critical timing for intervention.</li> <li>11. Describe the pathophysiology, symptoms, and evaluation for the pericardial disorders.</li> <li>12. Compare and contrast dilated, hypertrophic, and restrictive cardiomyopathy in terms of etiology, pathophysiology, and clinical manifestations.</li> <li>13. Identify the different types of valvular dysfunction and describe the alterations in blood flow through the heart seen in each disorder; include the clinical manifestations of each disorder.</li> <li>14. Describe how acute rheumatic fever is contracted and how it leads to rheumatic heart disease and valvular injury.</li> <li>15. Discuss the pathophysiology and manifestations of infective endocarditis.</li> </ol>	Alteration in Cardiovascular Function	Huether, 5 <sup>th</sup> ed./ Chapter 23 6 <sup>th</sup> ed./ Chapter 24

	<p>16. Define dysrhythmia and discuss its significance.</p> <p>17. Compare left and right heart failure, including causation, manifestations, treatment, and complications.</p> <p>18. Identify and describe the different types of shock.</p> <p>19. Describe the progression from sepsis through septic shock and ultimately to multisystem organ dysfunction syndrome</p>		
<p><b>Class 6</b></p> <p><b>QUIZ #3</b></p>	<ol style="list-style-type: none"> <li>1. Define anemia.</li> <li>2. List the various methods of classifying the anemias.</li> <li>3. Describe the manifestations of anemia and discuss the pathophysiology that generates them.</li> <li>4. Compare and contrast the pathophysiology underlying iron deficiency, pernicious, and folate deficiency anemias.</li> <li>5. Describe the normocytic-normochromic anemias.</li> <li>6. Define polycythemia vera and describe its causes.</li> <li>7. Describe the multiple system manifestations of polycythemia vera related to the increased viscosity and volume of blood.</li> <li>8. Describe the different types of alterations in leukocyte function.</li> <li>9. Define agranulocytosis and list its clinical manifestations.</li> <li>10. Describe the manifestations of infectious mononucleosis, including the complications it creates for systems other than the immune system.</li> <li>11. Classify leukemia as it relates to the maturity of the cells and appearance of the total leukocyte count and differential.</li> <li>12. Differentiate the leukemias by manifestations, treatment options, and prognosis.</li> <li>13. Discuss Hodgkin and non-Hodgkin lymphomas, focusing on differential diagnosis, manifestations, treatment, and prognosis.</li> <li>14. Discuss the pathophysiology, clinical manifestations, and treatment of multiple myeloma.</li> <li>15. Identify the causes of splenomegaly.</li> <li>16. Identify the causes of thrombocytopenia.</li> <li>17. List the various causes of impaired hemostasis.</li> <li>18. Discuss the pathophysiology and manifestations of disseminated intravascular coagulation.</li> </ol>	<p>Alteration in Hematologic Regulation</p>	<p>Huether, 5<sup>th</sup> ed./ Chapter 20</p> <p>6<sup>th</sup> ed./ Chapter 21</p>

	19. Discuss the conditions that predispose an individual to the development of thrombi		
<b>Class 7</b>	<ol style="list-style-type: none"> <li>1. Identify the clinical indicators of pulmonary disease.</li> <li>2. Define hyperventilation and hypoventilation.</li> <li>3. Discuss alterations in arterial blood gas values that indicate pulmonary disease.</li> <li>4. Differentiate among ischemia, hypoxia, and hypoxemia.</li> <li>5. Define acute respiratory failure and identify risk factors.</li> <li>6. Identify the types of pneumothorax, including manifestations and causes.</li> <li>7. Compare and contrast pleural effusion and empyema.</li> <li>8. Discuss how the structure, form, and integrity of the chest wall influence pulmonary function.</li> <li>9. Discuss the clinical manifestations and underlying mechanisms of atelectasis.</li> <li>10. Distinguish between the pleural abnormalities of bronchiectasis, bronchiolitis, and bronchiolitis obliterans.</li> <li>11. Describe how inhaling toxic or allergenic substances causes respiratory dysfunction.</li> <li>12. Describe the pathophysiology associated with pulmonary edema and acute respiratory distress syndrome.</li> <li>13. Describe similarities, clinical manifestations, underlying mechanisms, and consequences of obstructive pulmonary diseases.</li> <li>14. Discuss the role of inflammation in asthma.</li> <li>15. Compare and contrast the clinical symptoms and underlying mechanisms of bacterial pneumonia, viral pneumonia, and tuberculosis.</li> <li>16. Describe the cellular changes, clinical manifestations, treatments, outcomes, and complications of pulmonary embolus.</li> <li>17. Describe the different types of lung cancer.</li> </ol>	Alteration in Pulmonary Function	<p>Huether, 5<sup>th</sup> ed./ Chapter 26 6<sup>th</sup> ed./ Chapter 27s</p> <p><b><u>CONCEPT</u></b> <b><u>MAP #2</u></b> Due this Saturday, 20 October @ 9AM</p>
<b>Class 8</b>	<ol style="list-style-type: none"> <li>1. Describe the pathophysiologic alterations that lead to diarrhea, constipation, and abdominal pain.</li> <li>2. Differentiate between parietal pain, visceral pain, and referred pain.</li> <li>3. Discuss the signs and symptoms and physiologic response to acute gastrointestinal bleeding.</li> <li>4. List and briefly explain the various disorders of motility of the gastrointestinal tract.</li> </ol>	Alteration in Digestive Function	<p>Huether, 5<sup>th</sup> ed./ Chapter 34 6<sup>th</sup> ed./ Chapter 36</p>
<b>QUIZ #4</b>			

	<ol style="list-style-type: none"> <li>5. Identify the consequences of obstruction at various sites in the gastrointestinal tract.</li> <li>6. Describe the causes, manifestations, treatments, outcomes, and complications of gastritis.</li> <li>7. Compare the three main types of peptic ulcers: duodenal, gastric, and stress.</li> <li>8. Discuss the postgastrectomy syndromes as they relate to long-term complications of partial or complete gastrectomy.</li> <li>9. Discuss the clinical effects of pancreatic insufficiency, lactase deficiency, and bile salt deficiency.</li> <li>10. Compare and contrast ulcerative colitis and Crohn disease.</li> <li>11. Discuss the pathophysiology, clinical manifestations, and treatment of diverticulitis, appendicitis, irritable bowel syndrome, and vascular insufficiency.</li> <li>12. Discuss the pathophysiology, clinical manifestations, and treatment of obesity.</li> <li>13. Compare and contrast short-term and long-term starvation.</li> <li>14. Discuss the five major complications of liver dysfunction: portal hypertension, ascites, hepatic encephalopathy, jaundice, and hepatorenal syndrome.</li> <li>15. Discuss the pathophysiology of viral hepatitis and fulminant hepatitis.</li> <li>16. Discuss the causation, treatment options, and prognosis for alcoholic and biliary cirrhosis.</li> <li>17. Discuss the pathophysiology of cholelithiasis and cholecystitis.</li> <li>18. Compare and contrast acute and chronic pancreatitis.</li> <li>19. Discuss the risk factors, incidence, manifestations, treatment, morbidity, and mortality of the various cancers of the digestive system.</li> </ol>		
<b>Class 9</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast the different types of fractures.</li> <li>2. Describe the process of bone healing following a fracture.</li> <li>3. Define dislocation and subluxation.</li> <li>4. Differentiate between a strain, a sprain, and an avulsion.</li> <li>5. Differentiate between the types of joint inflammation.</li> </ol>	Alteration in Musculoskeletal Function	Huether, 5 <sup>th</sup> ed./ Chapter 37 6 <sup>th</sup> ed./ Chapter 39

	<ol style="list-style-type: none"> <li>6. Describe the pathophysiology, physical manifestations, evaluation, and treatment of rhabdomyolysis.</li> <li>7. Describe the pathophysiology and manifestations of malignant hyperthermia and compartment syndrome.</li> <li>8. Differentiate between osteoporosis and osteomalacia.</li> <li>9. Describe the pathophysiology and clinical manifestations of ankylosis spondylitis and Paget disease.</li> <li>10. Describe the pathophysiology of osteomyelitis, and differentiate between exogenous and endogenous osteomyelitis.</li> <li>11. Differentiate between inflammatory and non-inflammatory joint disease and discuss a specific example of each.</li> <li>12. Describe the pathophysiology of osteoarthritis and rheumatoid arthritis.</li> <li>13. Describe the pathophysiology of gout.</li> <li>14. Identify the causes of contractures.</li> <li>15. Discuss techniques for limiting or decreasing muscle atrophy caused by inactivity.</li> <li>16. Describe the most common precipitating factors and pathophysiology of fibromyalgia.</li> <li>17. Describe myotonia and periodic muscle paralysis.</li> <li>18. Identify the metabolic diseases associated with the musculoskeletal system.</li> <li>19. Discuss and define the term myositis.</li> <li>20. Identify the various types of musculoskeletal tumors.</li> </ol>		
<p><b>Class</b> <b>10</b></p> <p><b>QUIZ</b> <b>#5</b></p>	<ol style="list-style-type: none"> <li>1. Discuss the causes and effects of obstruction in various locations within the urinary tract.</li> <li>2. Describe the pathophysiology of kidney stone formation.</li> <li>3. Compare and contrast the types of stones.</li> <li>4. Describe what is meant by neurogenic bladder and overactive bladder syndrome.</li> <li>5. List the anatomic causes of resistance to urine flow and the signs of urinary obstruction.</li> <li>6. Describe the two most common tumors of the renal and urologic systems: renal carcinoma and bladder tumors.</li> <li>7. Discuss the etiology, infectious agents, manifestations, treatments, and complications of urinary tract infections.</li> </ol>	<p>Alterations in Renal and Urinary Function</p>	<p>Huether, 5<sup>th</sup> ed./ Chapter 29 6<sup>th</sup> ed./ Chapter 30</p>

	<ol style="list-style-type: none"> <li>8. Describe acute and chronic pyelonephritis; include the pathophysiology, clinical manifestations, evaluation, and treatments of each.</li> <li>9. Identify the causes of glomerulonephritis and the resulting changes in glomerular structure and function.</li> <li>10. Compare and contrast acute, rapidly progressive, and chronic glomerulonephritis.</li> <li>11. Describe the progression of nephrotic syndrome from causation through complications.</li> <li>12. Differentiate between prerenal, intrarenal, and post renal causes of acute renal failure.</li> <li>13. Describe the pathophysiology of acute tubular necrosis (ATN).</li> <li>14. Discuss the clinical manifestations, treatment options, outcomes, and complications of acute renal failure.</li> <li>15. Discuss the clinical manifestations of chronic renal failure and explain what is meant by the term uremia.</li> </ol>		
<p><b>Class 11</b></p>	<ol style="list-style-type: none"> <li>1. Describe the difference between the two major types of nociceptors.</li> <li>2. Describe the gate control theory of pain.</li> <li>3. Identify the three systems involved in pain perception.</li> <li>4. Describe the effect that endorphins have on the transmission of pain impulses.</li> <li>5. Differentiate between acute and chronic pain.</li> <li>6. Differentiate between somatic pain, visceral pain, and referred pain.</li> <li>7. Differentiate between neuropathic pain, peripheral pain, and central pain.</li> <li>8. Describe the process of normal thermoregulation.</li> <li>9. Describe the mechanisms of heat production and loss as well as heat conservation.</li> <li>10. Discuss the effects of the three major alterations in body temperature: fever, hyperthermia, and hypothermia.</li> <li>11. Identify and discuss the normal sleep cycle.</li> <li>12. Describe the types of sleep disorders and give an example of each.</li> <li>13. Define the different types of head injury and give examples of the type of force needed to produce each.</li> </ol>	<p>Pain, Temp, Sleep and neuro presentations</p>	<p>Huether, 5<sup>th</sup> ed./Chpts 13 &amp; 15</p> <p>6<sup>th</sup> ed./ Capter 14 AND pp. 359 – 373 pp. 390 – 412</p>

	<ol style="list-style-type: none"> <li>14. Describe post concussive syndrome, and list its symptoms and treatment.</li> <li>15. Explain spinal shock and autonomic hyperreflexia.</li> <li>16. Describe the differences between types of headaches.</li> <li>17. Describe infectious processes that occur in the central nervous system.</li> <li>18. Explain the pathophysiology and clinical manifestations of the degenerative disorders of the spine.</li> <li>19. Explain the pathophysiology and clinical manifestations of multiple sclerosis.</li> <li>20. Explain the pathophysiology and clinical manifestations of amyotrophic lateral sclerosis.</li> <li>21. Describe the pathophysiology and clinical manifestations of myasthenia gravis</li> </ol>		
<p><b>Class 12</b></p> <p><b>QUIZ #6</b></p>	<ol style="list-style-type: none"> <li>1. Identify three ways target cells fail to respond to hormones, creating hormonal dysfunction.</li> <li>2. Compare the syndrome of inappropriate antidiuretic hormone secretion (SIADH) and diabetes insipidus in regard to causative factors, pathophysiology, manifestations, treatment, and prognosis.</li> <li>3. Discuss the causes of hyper- and hypopituitarism while considering the populations at highest risk for developing these disorders.</li> <li>4. Discuss the manifestations and consequences of pituitary adenomas and prolactinomas.</li> <li>5. Explain the progression of hyperthyroidism through Graves disease and thyroid storm in relation to cellular changes, manifestations, treatments, and complications.</li> <li>6. Discuss the causes, treatment options, and outcomes for disorders that produce hypothyroidism.</li> <li>7. Differentiate between primary and secondary hyperparathyroidism.</li> <li>8. Discuss the similarities and differences in the onset, etiology, and pathophysiology of type 1 and type 2 diabetes mellitus.</li> <li>9. Describe the acute complications of diabetes mellitus with a focus on differential detection and treatment.</li> <li>10. List the chronic complications of diabetes mellitus and discuss how good control of blood</li> </ol>	<p>Alteration in Hormonal Regulation</p>	<p>Huether, 5<sup>th</sup> ed./ Chapter 18 6<sup>th</sup> ed./ Chapter 19</p>

	<p>glucose limits the cellular degeneration in each instance.</p> <p>11. Describe the function, uses, and mechanisms of the polyol pathway.</p> <p>12. Compare hypercortical function (Cushing disease and syndrome) and hypocortical function (Addison disease), including causative factors, pathophysiology, manifestations, treatment, and prognosis.</p> <p>13. Differentiate primary and secondary hyperaldosteronism.</p> <p>14. Describe pathophysiology, evaluation, and treatment of Addison disease.</p> <p>15. Describe tumors of the adrenal medulla.</p>		
<b>Class 13</b>	Review weeks –Case studies		
<b>Class 14</b>	Review weeks-Case studies		
<b>Class 15</b>	<i>Final Exam</i>		

# UNIVERSITY OF HARTFORD

COLLEGE OF EDUCATION,  
NURSING AND HEALTH PROFESSIONS

Department of Nursing  
NUR 465: Prep for Licensure & Practice

**Credits:** 2 credits

**Time/Place:**

**Faculty:**

**E-Mail:**

**Phone:**

**Office Hours:**

## Course Description:

This course assists in preparing the senior nursing student for success on the National Council Licensure Examination (NCLEX). It includes review of the current NCLEX-RN test plan, skills in reading and understanding standardized test item formats, and techniques to maximize self-confidence and improve test performance. Selected content is reviewed and students practice taking standardized exams in written and computerized formats. Emphasis will be on clinical judgment and critical thinking. This course addresses the learning outcomes of the AACN and the School of Nursing, and can be found in table format below.

**Prerequisites:** Matriculation in BSN program. Senior standing.

**Course Outcomes:** Upon successful completion of this course, the student should be able to:

Learning Outcome	AACN	Curriculum	Assessment
1. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.	VIII.13	2, 3	Online Face-to-Face Review Testing
2. Integrate theories and concepts from liberal education into nursing practice.	I.1	6, 7	Online Face-to-Face Review
3. Use skills of inquiry, analysis, and information literacy to address practice issues.	I.3	10	Online Face-to-Face Review Testing Live Review
4. Use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes.	IV.5	1, 5	Online Face-to-Face Review Testing Live Review

5. Promote achievement of safe and quality outcomes of care for diverse populations.	II.8	1, 8, 9	Online Face-to-Face Review Testing Live Review
--	------	---------	---

**AACN KEY:** These objectives address relevant criteria of the AACN *Essentials of Baccalaureate Education*. (see [www.aacn.nche.edu/Education/bacessen.htm](http://www.aacn.nche.edu/Education/bacessen.htm)).

**QSEN KEY:** 1- Patient-centered Care; 2- Informatics and Technology; 3- Teamwork and Collaboration; 4- Safety; 5- Quality Improvement; and 6 Evidence-Based Practice

**Required Texts:**

ATI Review Books provided by ATI

**Teaching Format**

- **ONLINE: NCSBN Website:**
  - **NCLEX Using CAT**
  - **RN Test plan**
- **ONLINE:** ATI (Assessment Technologies Institute) Total Curriculum Support, Capstone Content Review.
- **FACE-TO-FACE class meetings:** Weekly; as assigned; half-the-class each week.
- **TESTING:**
  - ATI Proctored Assessment pre-test and post test
  - ATI Predictor
- **LIVE REVIEW**  
Students are required to participate in a live review offered on campus, **May, 2023**

**METHODS OF EVALUATION:**

It is **mandatory** that all senior nursing students successfully complete **ALL** of the requirements of this course in order to graduate.

Evaluation for this course is **Satisfactory/Incomplete/Unsatisfactory**.

To obtain a **satisfactory grade** the minimum proficiency for the Comprehensive ATI Predictor is a **Score of 70** (with a 91% chance of passing NCLEX) or higher is required.

**Weekly Schedule of Requirements**

Follow in a weekly format and can be found in the NUR 429: NCLEX MOODLE Shell

**ATI NCLEX Predictor**

Students will take the ATI Comprehensive Predictor on:

The Comprehensive ATI Predictor benchmark is **70**

## Academic Expectations

Everyone is expected to maintain academic integrity by properly citing all work. Follow APA format for citing references. Inadequate citing of any work by another author and plagiarism, whether inadvertent or otherwise, will result in a failed grade. Any form of academic misconduct is not acceptable under any circumstance per university policy. Please review policies at <https://www.hartford.edu/current-students/student-handbook/> .

### **Diversity Statement:**

<https://www.hartford.edu/about/diversity-inclusion/default.aspx>

### **Students with Disabilities:**

<https://www.hartford.edu/academics/academic-support/accessibility-services/>

### **Class Cancellations:**

For information regarding class cancellations due to inclement weather please check your [hartford.edu](http://www.hartford.edu) email account or the [www.hartford.edu](http://www.hartford.edu) website for up-to-date information. Be sure to check your Self-Service account Personal Information to be sure your cell phone number is listed. The Text Alert system can then notify you of cancellations, closings, or other emergency information. (Once your cell phone is in the Self-Service system, you no longer have to re-register each year to receive text alerts.) Should the Nursing Programs office decide to cancel Nursing classes even though the University is open, a decision will be made by 2:00pm and posted on the Blackboard Community site. For information about University closings and the Text Alert system go to: [http://www.hartford.edu/news/weather\\_closing.aspx](http://www.hartford.edu/news/weather_closing.aspx) .

**NUR 465**  
**ATI – Hybrid Class – Spring 2023**

	<b>PLAN</b>	<b>ONLINE or Face-to-face</b>	<b>ASSIGNMENT DUE</b>
Week 1 January	ALL STUDENTS SYLLABUS Review of course Review NCLEX	Face-to-face	
Week 2	<b>ALL STUDENTS RN ATI Proctored Comprehensive Assessment A</b>		Comprehensive Assessment A
Week 3	ATI ONLINE: Fundamentals  Face 2 face	All students online  Live class Group 1	Fundamentals Assessment
Week 4	ATI ONLINE: Pharmacology I/II  Face2 face	All students online  Live class Group 2	Pharmacology Assessment
Week 5	ATI ONLINE: Med/Surg I/II  Face2 face	All students online  Live class Group 1	Med/Surg Assessment
March 5 <sup>th</sup>	<b>NO ASSIGNMENTS</b>	<b>Spring Break</b>	
Week 6	ATI ONLINE: Maternal Newborn/Women’s Health  Face2 face	All students online  Live CLASS: Group 2	Maternal/Newborn Health Assessment
Week 7	ATI ONLINE: Nsg Care of Children  Face2 face	All students online  CLASS: Group 1	Nsg Care of Children Assessment
Week 8	ATI ONLINE: Mental Health  Face2face	All students online  CLASS: Group 2	Mental Health Assessment
Week 9	ATI ONLINE: Leadership Community  Face2face	All students online  CLASS: Group I	Leadership Assessment

Week 10	ATI ONLINE: <ul style="list-style-type: none"> <li>all assignments due</li> </ul> Complete Capstone Evaluation Face2face	All students online  CLASS: Group 2	Capstone Evaluation Assessment
Week 11	Face2face	Class Group 1	
Week 12	Face2face	Class Group 2	
Week 13	Face2face	Class Group 1 & 2	
Week 14	Class both groups	Applying for licensure	
Week 15	NCLEX Predictor Dates/times/TBA		NCLEX Predictor Assessment

## Master Evaluation Plan- Pre-licensure Program and **State of CT Standards**

### CCNE Standard I - Program Quality: Mission & Governance

The Program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes and other outcomes identified by the program. Data on program effectiveness are used to foster program improvement.

CCNE Standard	Where Documents / Information is Found	Person Responsible	Frequency of Assessment	Assessment Method	Expected Outcome	Action
<b>I-A.</b> Congruency of mission, goals, and outcomes to UH and profession of nursing	UH Catalog; BSN Handbook; UH web site; UH Strategic Plan	Program Director; Faculty	Annually at the first dept meeting in the fall.	Review of documents	Congruency of mission, goals, and outcomes	First meeting 9/9/2020
<b>I-B.</b> Mission, goals, and expected outcomes consistent with standards <b>20-90-48 (C 1,2,3)</b>	Faculty minutes; Student feedback; Published prof. standards	Program Director; Faculty	Annually at spring retreat	Review of docs: Essentials; ANA Scope and Standards of Practice; QSEN Standards	Program reflects standards	<b>Monitor release of new Essentials document in Spring 2020</b>
<b>I-C.</b> Mission, goals, & outcomes reflect communities of interest expectations	Meeting minutes; survey data; published professional guidelines	Faculty; Program Director	Annually and as needed	Advisory Board minutes; focus groups of clinical sites; review of published prof. guidelines	Needs & expectations of communities of interest met; at least 85% are satisfied (survey)	
<b>I-D.</b> Faculty expectations are written & communicated & are congruent with institutional expectations	Faculty Handbook; Faculty job description; Promotion & Tenure guidelines; UH website; faculty evals	Department Chair; Program Director	Annually	Review relevant documents	Faculty outcomes clearly reflected in documents	Established at time of hire
<b>I-E.</b> Faculty and student participation in program governance.	Dept., College meeting minutes; Dept. & College Bylaws	Program Director; Faculty; dept. chair	Annually	Review of relevant documents	Faculty participation reflect expectations; student participation as appropriate	<b>New Nurse Student Council to begin Spring 2020</b>
<b>I-F.</b> Academic policies of institution & program are congruent & support goal achievement	College website; Student handbook; Marketing materials; faculty meeting minutes	Program Director; Faculty	Annually and as needed	Review of documents pertaining to the BSN program	Policies are congruent; fair & equitably applied	Reviewed summer 2020
<b>I-G.</b> Program defines & reviews formal complaints	UH Academic Policies; BSN Student Handbook; Student files; syllabi	Program Director; Faculty	Annually	Review of the documents	Formal complaints reviewed according to process	<b>Document complaints at the end of each semester</b>
<b>I-H.</b> Documents & pubs are accurate. Process to communicate changes exists.	BSN student handbook; UH website; UH catalog; marketing materials	Program Director; faculty; department chair	Annually	Review of documents	Documents & pubs accurate; changes communicated as per process	All documents reviewed in Summer by Director. Changes to progression policy changed on website to start fall 20202

## CCNE Standard II - Program Quality: Institutional Commitment & Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources for the program, enable the achievement of the mission, goals, and expected program outcomes.

CCNE Standard	Where Documents / Information is Found	Person Responsible	Frequency of Assessment	Assessment Method	Expected Outcome	Action
<b>II-A.</b> Sufficient fiscal resources to support the program <b>20-90-48 (3)</b>	Annual Operating and Capital Budget; Banner reports	Department Chair and Director of the program; Dean of College	Annually when new budget developed & as needed to monitor budget	Review revenues and expenses; compare resources to planned expenses	Resources are sufficient to operate program	
<b>II B.</b> Physical resources are sufficient to support program <b>20-90-50 (a)</b>	Program meeting minutes; documentation of clinical placements;	Program director, department chair; faculty; Dean of College; clinical coordinator	Annually and as needed	Reviewed by program director & faculty	Resources are sufficient; availability of clinical sites to support program	
<b>II-C.</b> Academic support services are sufficient & evaluated regularly	Student Handbooks; UH & College web pages; UH Catalog; Evaluation results	Dean of ENHP; Department Chair; Program Director; Faculty	Spring retreat and as needed.	Review of documents: Monthly faculty meetings; semester evaluations; survey students; survey support offices; meeting with support services staff	Student support services are sufficient and meet the needs of students & program; <b>Survey data show that at least 85% of students are satisfied</b>	US 190 evaluated
<b>II-D.</b> Chief nurse admin. qualified & provides effective leadership <b>20-90-48 (1)</b>	Personnel file; faculty feedback through survey	Dean of ENHP; department chair	Annually	Performance evaluation; faculty feedback	Evaluation data reflects that chief nurse administrator is qualified and effective	Approved by BOEN
<b>II-E.</b> Faculty are qualified and sufficient <b>20-90-48 (2)</b>	Personnel file; faculty workload policy	Chair; Program Director; Dean	Each semester (course evals) and Annually	Review end of course evals & annually; review workload policy	Evaluation data reflects that faculty are qualified; faculty are sufficient in number to meet needs of program	<b>New faculty hired for 2020-</b>
<b>II-F.</b> Preceptor qualifications <b>20-90-48 (2.B) 20-90-51(f)</b>	Department Office	Program Director; Faculty	Each semester prior to start of semester	Review of preceptor CV	Qualifications align with requirements	N/A

<p><b>II-G.</b> Environment encourages Faculty teaching, scholarship, service, and practice consistent with program goals and outcomes</p>	<p>Faculty Handbook; Teaching &amp; scholarship workshops available on campus; support for travel to conferences</p>	<p>Program Director; Department Chair; Dean</p>	<p>Each semester and at end of year; Individual faculty members requests for attendance at conferences and seminars</p>	<p>Professional development plan reviewed annually at evaluation time</p>	<p>Attendance of faculty at conferences and educational offerings; Faculty will meet expected productivity for teaching, scholarship, and service</p>	
<p>II-B 8/25/2020 Temp skills lab set up in Auerbach 326. Two manikins, basic equipment purchased.</p>						
<p>II-C Survey student support of first year students evaluated the services very favorably</p>						
<p>II-E. Two qualified faculty hired for fall 2020. K. Braccialarghe and M. Panaistor</p>						

### CCNE Standard III - Program Quality: Curriculum & Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals and expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Standard	Where Documents / Information is Found	Person Responsible	Frequency of Assessment	Assessment Method	Expected Outcome	Action
<b>III-A.</b> Curriculum reflects expected student outcomes	UH Catalog; BSN Handbook; Course Syllabi	Program Director; Faculty	End of fall and Spring Semesters	Review of syllabi with AACN Essentials; Review of catalog and student handbook	Course objectives and learning experiences integrate program outcomes	Begin rollout of nursing courses Fall 2020 with new
<b>III-B.</b> Curriculum reflects professional nursing standards and guidelines	Current UH; Catalog; BSN Handbook; Course Syllabi	Program Director; Faculty	Annually in the spring and as needed	Review of syllabi with AACN Essentials, QSEN comp., ANA standards; Review of catalog and student handbook	Curriculum reflects professional nursing standards and guidelines	AACN Essentials did not happen)  Cont to monitor AACN Essentials
<b>III-F.</b> Curriculum structured to achieve student outcomes <b>20-90-52 (b, c)</b>	Individual Plan of Study (POS); Current UH; Catalog; BSN handbooks; Curriculum map	Faculty; Program Director	Semester end	Student performance as measured through exams, papers, and clinical performance	At least 85% of students achieve at least a C+ in nursing courses and satisfactory clinical evaluation	Review in December and May
<b>III-G.</b> Teaching-learning practices and environments support the achievement of expected student outcomes & expose students to diverse populations	Blackboard tools; Course syllabi; Student evaluations; clinical placement documentation	Program Director; Faculty; clinical coordinator	Every semester	Review of documents and sources; Student performance & clinical placement information	At least 85% of students achieve at least a C+ in nursing courses and satisfactory clinical evaluations; students afforded opportunity to broaden their perspectives	Review in December and May
<b>III-H.</b> Curriculum includes planned clinical practice experiences <b>20-90-52 (b,c)</b>	Course syllabi; Clinical contracts; faculty meeting minutes	Program Director; Faculty; clinical placement coordinator	Each Semester & at year end retreat	Review of clinical placement information; student and faculty evaluations of clinical sites	Planned clinical experiences are in place for each clinical course	Beginning Spring 2021
<b>III-I.</b> Individual student performance is evaluated by faculty and reflects expected outcomes. Policies are defined and consistently applied. <b>20-90-53-(1-9)</b>	BSN Faculty meeting minutes; Student evaluations; Alumni surveys; End of program student surveys; Course grades; course syllabi & rubrics; program policies	Program Director; Faculty	End of semester	BSN faculty meeting minutes; Analysis of student course evaluations; Analysis of exit and alumni survey; review of polices	At least 85% of students indicate satisfaction of teaching-learning practices, policies are defined and consistently applied; at least 85% of students achieve C+ or higher in courses	

<p>III-J. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals</p>	<p>BSN faculty meeting minutes; BSN retreat minutes; Student feedback; course evals.</p>	<p>Program Director; Faculty</p>	<p>Aggregate review end of semester</p>	<p>Review end of semester evaluations; clinical site evaluations; Student progression through individual coursework</p>	<p>Teaching/learning practices are appropriate to the course and level of student</p>	
---	--	--------------------------------------	---	---	---	--

**CCNE Standard IV - Program Effectiveness: Assessment and Achievement of Program Outcomes**

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes.

Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Standard	Where Documents / Information is Found	Person Responsible	Frequency of Assessment	Assessment Method	Expected Outcome	Action
<b>IV-A.</b> Systematic process used to determine program effectiveness <b>20-90-47 (D)</b>	SEP BSN Course Syllab;i Faculty meetings minutes; Student evals; Advisory Board meeting minutes	Program Director Faculty	SPE reviewed annually and revised as needed	Evaluation of End of Program Student surveys, Alumni, and Employer Survey data; course evals; Reviewing accuracy of the SEP	Process is defined and implemented	Cont to monitor
<b>IV-B.</b> Completion rates demonstrate program effectiveness	SEP	Program Director	Annually starting end of spring 2023	Review student progression and completion data	At least 70% of students complete program	
<b>IV-C.</b> Licensure pass rates demonstrate program effectiveness <b>20-90-47.2 (A)</b>	SBNE reports	Program Director	Annually starting 2023	Review licensure pass rate reports	At least 85% first time pass rate on NCLEX	
<b>IV-D.</b> Employment rates demonstrate program effectiveness	SPE	Program Director	Annually in the Fall	Review of employment data	At least 85% of graduates employed as an RN within one year of graduation	
<b>IV-E.</b> Data regarding completion, licensure & employment rates are used to foster improvement	Alumni surveys End of program student surveys Employer surveys	Program Director	Annually	Review outcome data	Benchmarks are achieved; program improvements implemented as needed	Program improvements implemented as needed
<b>IV-F.</b> Aggregate faculty outcomes demonstrate program effectiveness	Faculty Evaluations	Program Director; Faculty; ENHP Dean	Annually / every semester	Director's review of student surveys; Director & Dean's review of annual faculty performance	Faculty outcomes match stated expectations	
<b>IV-I.</b> Program outcomes demonstrate program effectiveness	SBNE reports; program data; SPE;	Program Director; Faculty	Annually	Review appropriate data and reports from internal and external sources	Stated expected outcomes achieved	
<b>IV-J.</b> Program outcome data used to foster ongoing improvement	SBNE reports; program data; SPE	Program Director; Faculty	Annually	Compare actual outcomes to expected outcomes	Actual outcomes reflect expected outcomes	Changes implemented if discrepancies

# PHONE CALLS/SCOPE OF PRACTICE QUESTIONS

## SUMMARY – MONTH: August 2020 (34 calls)

Answered with or without written documents

### APRNs 8 calls:

- Request information on collaborative practice agreements. *Refer to the Department website, Practitioner Licensing and APRN Collaborative Agreements.*
- 3-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.*
- APRN asking if she can submit a prescription to a pharmacy located outside of the United States. *Refer to the Department of Consumer Protection, Drug Control Division.*
- Can a CT APRN complete telehealth visits in other states without obtaining licenses in those states? *Would need to contact those states.*

### RNs 10 calls:

- 4-Request a copy of the RN scope of practice. *Refer to the BOEN website and the CT NPA.*
- 2-Can a RN prescribe medications? *No, refer to the CT NPA.*
- 2-RN requesting an update on license renewal application. *Refer to the Department’s licensing unit (provided e-mail address).*
- Student requesting NCLEX test results. *The State of Connecticut Department of Public Health does not administer the NCLEX, the caller needs to contact group that administers the test.*
- RN requesting information on how to set up a “class” for a group in her community. *The Department would not be able to provide that information.*

### LPNs 4 calls:

- 4-Request a copy of the LPN scope of practice. *Refer to the BOEN website and the CT NPA.*

### ULAP 2 calls:

- Request a copy of the “scope” for a Medical Assistant (MA). *As the Department does not license a MA the Department cannot provide a scope.*
- Can an ULAP complete a patient assessment? *No, may want to refer to the BOEN website and the Declaratory Ruling of Delegation to ULAP.*

### Schools 5 calls:

- 3-Nursing student complaint about program issues. *Refer to the school policy & procedure for grievances to submit a grievance (to the school) and discuss the Public Forum portion of each BOEN meeting (may want to participate).*

- Arizona College: Request information on the process of starting a “new” nursing program located in CT. *Provided the Feasibility Study document, the Nursing Education Programs and Licensure Requirements General and the CT NPA.*
- Student enrolled in a Nurse Practitioner program, an on-line program, asking if the BOEN or Department has oversight of post-licensure programs? *No.*

**Guidelines/Other 5 calls:**

- Request information about Certified Nursing Assistant programs. *Refer to the Department staff who works with the CNA programs in CT.*
- Caller, not a nurse, requesting information on how to “set up” a Practical Nursing program. *Discussed and referred to the BOEN site including the CT NPA-role of the BOEN to approve nursing programs & LPN scope, Feasibility Study and the Nursing Education Programs and Licensure Requirements General (the Regulations).*
- In the process of setting up a Medical Spa requesting guidance. *Refer to the Medical Spa Statute 19a-903 c.*
- 1-NCSBN survey- IV therapy content in RN programs
- Caller looking to set up a licensed employment agency (to include nurses). *Refer to the Department of Labor.*

## MEMORANDUM

---

TO: Connecticut Board of Examiners for Nursing

FROM: Dana Dalton, RN  
Supervising Nurse Consultant

Date: September 16, 2020

RE: Brenda Berg  
Profession: RN

Lic. Exp. Date: 5/18/16

Petition Number: 2020-816

TOPIC: REINSTATEMENT REQUEST

---

- Ms. Berg was first issued a RN license in CT in 1992.
- Ms. Berg was referred to HAVEN by her employer in 2014 for alcohol abuse. She was unable to maintain her sobriety and signed a VANR on 5/18/16.
- Ms. Berg has provided evidence of her recovery and has actively participated in treatment and support groups.
- Urine toxicology results from December 2019 until April 2020 were provided and were all negative. She has not tested through her treatment provider since April due to Covid. In the interim her landlord has performed random UDS and breathalyzers which have all been negative.
- Ms. Berg plans to take the online refresher course with NLN in October.
- Last worked as a RN in May 2011.

**The Department is recommending refresher course, NCLEX, 4 years' probation with weekly random urine screens, key restriction, monthly employer and therapy reports, no solo practice, and attendance at 8-10 AA meetings per month.**

**The Department is seeking the Board's advice regarding any additional requirements that Ms. Berg should undergo before having his license reinstated.**

## MEMORANDUM

---

TO: Connecticut Board of Examiners for Nursing

FROM: Dana Dalton, RN  
Supervising Nurse Consultant

Date: September 16, 2020

RE: John D. Mosher  
Profession: RN/CRNA

Lic. Exp. Date: 2/20/19

Petition Number: 2020-453 and 2020-454

TOPIC: REINSTATEMENT REQUESTS

---

- Mr. Mosher was first issued a RN license in CT in 1985 and was first issued an APRN license in 2005. He was certified and practiced as a Certified Registered Nurse Anesthetist.
- Mr. Mosher surrendered both of his licenses in March 2019 due to substance use disorder.
- On October 2018, respondent was referred to HAVEN under the mandatory reporting statutes due to Tramadol abuse. He did not engage with HAVEN and chose to surrender both of his licenses.
- Respondent now applies for the reinstatement of both licenses.
- He resigned from full time work as a CRNA in 2016 and chose to start his own landscaping business, last worked as a CRNA in June 2017.
- UDS screens have been clean since July of 2019.
- He has provided evidence of his recovery and has actively participated in treatment and limited support groups.

**For reinstatement of his RN license the Department is recommending RN refresher course, 4 years' probation with weekly random urine screens for the first and last year and twice monthly for the 2<sup>nd</sup> and 3<sup>rd</sup> years, monthly employer and therapy reports for the first and last year and monthly for the 2<sup>nd</sup> and 3<sup>rd</sup> years, no solo practice, and attendance at 8-10 AA meetings per month.**

**For reinstatement of his APRN license the Department is recommending 5 years' probation with the American Board of Nurse Anesthetists Recertification, weekly random urine screens for the first and last year and twice monthly for the 2<sup>nd</sup> and 3<sup>rd</sup> and 4<sup>th</sup> years, monthly employer and therapy reports for the first and last year and quarterly for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years, no solo practice, and attendance at 8-10 AA/NA meetings per month.**

**The Department is seeking the Board's advice regarding any additional requirements for the reinstatement of Mr. Mosher's licenses. Please comment as to whether Mr. Mosher needs any additional retaining that is not already required for board recertification and if you would like a key restriction, as this may significantly impact his ability to function as a CRNA.**

## SUMMARY SUSPENSION COVER SHEET

In Re: Judith Cullen, RN

Petition No. 2020-763

1. Judith Cullen of Waterbury, Connecticut (“respondent”) and was licensed to practice nursing by endorsement in 1979. The Department does not know from which nursing school she graduated.
2. On March 21, 2007 the Board of Examiners for Nursing (“Board”) revoked respondent’s nursing license as a result of substance abuse.
3. On April 19, 2017, the Board issued a Memorandum of Decision in Petition No. 2016-1160 (“Order”), which reinstated respondent’s registered nurse license. The Order required respondent, in part, to (a) to submit to random urine screens all of which must be negative.
3. On or about June 30, 2020, respondent abused and/or utilized to excess fentanyl and norfentanyl (“controlled substances.”)
4. On or about July 13, 2020, Respondent’s urine tested positive for controlled substances.
5. For the foregoing reasons, the Department believes that respondent’s practice of nursing represents a clear and immediate danger to the public health and safety. The

---

Department respectfully requests that the Board summarily suspend respondent’s nursing license until a full hearing on the merits can be held.

***CONFIDENTIALITY NOTICE: This document and all attachments may contain information that is confidential or privileged. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition. Thank you.***

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

In re: Judith Cullen, RN

Petition No. 2020-763

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 Judith Cullen's nursing license in Connecticut. This motion is based on the attached Statement of Charges, Affidavits and on the Department's information and belief that Judith Cullen's continued nursing practice represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 3<sup>rd</sup> day of September, 2020.



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: Judith Cullen, RN

Petition No. 2020-763

**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 Judith Cullen:

1. Judith Cullen of Waterbury, Connecticut (hereinafter "respondent") is the holder of Connecticut registered nursing license number E41617.
2. On April 19, 2017, the Board issued a Memorandum of Decision in Petition No. 2016-1160 ("Order"), which reinstated Respondent's registered nurse license. The Order required respondent, in part, to (a) to submit to random urine screens all of which must be negative.
3. On or about June 30, 2020, Respondent abused and/or utilized to excess fentanyl and norfentanyl ("controlled substances.")
4. On or about July 20, 2020, Respondent's urine tested positive for controlled substances.
5. Respondent's conduct as described above constitutes a violation of the Order's

---

probationary terms and constitutes grounds for disciplinary action pursuant to Connecticut Statutes §20-99 including but not limited to §20-99(b)(5).

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 respondent's nursing license as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 3rd day of September, 2020.



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

SUMMARY SUSPENSION COVER SHEET

In re: Erin K. Fitzpatrick, LPN

Petition No. 2020-330

1. Erin K. Fitzpatrick of Lisbon, Connecticut (hereinafter "respondent") was issued license number 037560 to practice as a licensed practical nurse on October 26, 2012.
2. Respondent graduated from Prince Vocational Technical School in 2012.
3. Respondent has no disciplinary history.
4. In or about March, April and/or May 2020, respondent abused or utilized to excess alcohol and/or cocaine.
5. 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.

**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: Erin K. Fitzpatrick , LPN

Petition No. 2020-330

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 Erin K. Fitzpatrick to practice 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 Erin K. Fitzpatrick represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 28th day of August 2020.

  
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: Erin K. Fitzpatrick, LPN

Petition No. 2020-330

**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 Erin K. Fitzpatrick:

**FIRST COUNT**

1. Erin K. Fitzpatrick of Lisbon, 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 037560.
2. In or about March, April and/or May 2020, respondent abused or utilized to excess alcohol and/or cocaine.
3. Respondent's abuse and/or excess use of alcohol and/or cocaine does, and/or may, affect her practice as a nurse.
4. The above facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99, including but not limited to:
  - a. §20-99(b)(4); and/or
  - b. §20-99(b)(5).

**SECOND COUNT**

5. Paragraph 1 is incorporated herein by reference as if set forth in full.
6. At all relevant times, respondent was employed as a nurse at Norwichtown Rehabilitation and Care Center in Norwich, Connecticut (hereinafter "NRCC").
7. On one or more occasions in or about February and/or March 2020, while as a nurse at NRCC, respondent failed to completely, properly and/or accurately document medical records in connection with the administration of a controlled substance to one or more residents.
8. 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)(2).

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 Erin K. Fitzpatrick as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 28th day of August 2020.



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

soc2

SUMMARY SUSPENSION COVER SHEET

In Re: Kristen Jodoin, RN

Petition No. 2020-715

1. Kristen Jodoin of Colchester, Connecticut (hereinafter "respondent") graduated from Three Rivers Community College in 2014 and was licensed to practice nursing in 2015.
2. On various occasions in 2019, respondent abused and/or utilized to excess buprenorphine, norbuprenorphine, fentanyl, norfentanyl, naloxone, amphetamines, sertraline and/or cocaine ("controlled substances").
3. On or about February 3, 2020, respondent abused and/or utilized to excess naltrexone.
4. In 2019 respondent was diagnosed with emotional disorders and/or mental illnesses ("diagnoses.")
5. Respondent's diagnoses and/or abuse and/or excessive use of controlled substances and/or naltrexone does, and/or may, affect her practice of nursing.
6. 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.
7. The Department respectfully requests the Board to summarily suspend respondent's nursing license until a full hearing on the merits can be held.

***CONFIDENTIALITY NOTICE: This document and all attachments may contain information that is confidential or privileged. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition. Thank you.***

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

In re: Kristen Jodoin, RN

Petition No. 2020-715

MOTION FOR SUMMARY SUSPENSION

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

Dated at Hartford, Connecticut this 1<sup>st</sup> day of September, 2020.



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

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

In re: Kristen Jodoin, RN

Petition No. 2020-715

**STATEMENT OF CHARGES**

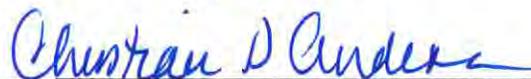
Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Kristen Jodoin:

1. Kristen Jodoin of Colchester, Connecticut (hereinafter "respondent") is the holder of Connecticut registered nursing license number 125106.
2. On various occasions in 2019, respondent abused and/or utilized to excess heroin, buprenorphine, norbuprenorphine, fentanyl, norfentanyl, naloxone, amphetamines, sertraline and/or cocaine "controlled substances").
3. On or about February 3, 2020, respondent abused and/or utilized to excess naltrexone.
4. In 2019 respondent was diagnosed with emotional disorders and/or mental illnesses ("diagnoses.")
5. Respondent's diagnoses and/or abuse and/or excessive use of controlled substances and/or naltrexone does, and/or may, affect her practice of nursing.
6. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99 including but not limited to
  - a. §20-99(b)(4) and/or
  - b. §20-99(b)(5).

THEREFORE, the Department prays:

The Connecticut Board of Examiners for Nursing, as authorized by Connecticut General Statutes §§20-99(b) and 19a-17, revoke or order other disciplinary action against respondent's nursing license as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 1<sup>st</sup> day of September, 2020.



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

SUMMARY SUSPENSION COVER SHEET

In Re: Gustavo Mastarreno, RN

Petition No. 2020-783

1. Gustavo Mastarreno of South Glastonbury, Connecticut (hereinafter “respondent”) graduated from Southern Connecticut State University and was licensed to practice nursing in 2004.
2. On various occasions in 2017, 2018 and 2019, respondent abused and/or utilized to excess alcohol. Respondent was arrested and incarcerated for driving while intoxicated.
3. In or about April 2019, respondent abused and/or utilized to excess alcohol and/or was impaired while practicing nursing at Bristol Hospital.
4. On or about April 29, 2020, respondent abused and/or utilized to excess alcohol.
5. On or about August 19, 2020 respondent failed to properly waste morphine and/or was impaired sleeping and/or inattentive to patient care while practicing nursing at Yale New Haven Hospital.
6. Respondent’s abuse and/or excessive use of alcohol does, and/or may, affect his practice of nursing.
7. 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.
8. The Department respectfully requests the Board to summarily suspend respondent’s nursing license until a full hearing on the merits can be held.

***CONFIDENTIALITY NOTICE: These documents contain confidential information. Unauthorized disclosure of these documents is prohibited. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition. Thank you.***

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

In re: Gustavo Mastarreno, RN

Petition No. 2020-783

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 Gustavo Mastarreno's nursing license in Connecticut. This motion is based on the attached Statement of Charges, Affidavits and on the Department's information and belief that Gustavo Mastarreno's continued nursing practice represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 8<sup>th</sup> day of September, 2020.

  
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: Gustavo Mastarreno, RN

Petition No. 2020-783

**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 Gustavo Mastarreno:

1. Gustavo Mastarreno of South Glastonbury, Connecticut (hereinafter "respondent") is the holder of Connecticut registered nursing license number 074170.
2. On various occasions in 2017, 2018 and 2019, respondent abused and/or utilized to excess alcohol. Respondent was arrested and incarcerated for driving while intoxicated.
3. In or about April 2019, respondent abused and/or utilized to excess alcohol and/or was impaired while practicing nursing at Bristol Hospital.
4. On or about April 29, 2020, respondent abused and/or utilized to excess alcohol.
5. On or about August 19, 2020 respondent failed to properly waste morphine and/or was impaired sleeping and/or inattentive to patient care while practicing nursing at Yale New Haven Hospital.
6. Respondent's abuse and/or excessive use of alcohol does, and/or may, affect his practice of nursing.
7. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99 including but not limited to
  - a. §20-99(b)(2);
  - b. §20-99(b)(5); and/or
  - c. §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 license as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 8<sup>th</sup> day of September, 2020.

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

## SUMMARY SUSPENSION COVER SHEET

In re: Danielle Miranda, RN

Petition No. 2020-605

1. Danielle Miranda of East Haven, Connecticut, was issued registered nurse license number 086494 on September 2, 2008.
2. On April 15, 2020, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") issued a Memorandum of Decision in Petition Number 2019-87 that placed respondent's registered nurse license on probation for a period of four years. Such disciplinary action was based upon proof of respondent's abuse and/or excessive use of alcohol, cocaine and/or valium, which does/and or may affect her practice as a nurse.
3. Said Memorandum of Decision specifically provided in paragraph 1M that respondent shall submit to observed, random chain of custody urine screens for alcohol and drugs for the entire probationary period, and, in paragraph 1M(4), that such screens shall be negative for the presence of alcohol and drugs.
4. Said Memorandum of Decision specifically provided in paragraph 1N that respondent shall not obtain for personal use and/or use alcohol or any drug that has not been prescribed for her for a legitimate purpose, by a licensed health care practitioner authorized to prescribe medications, and that respondent shall not abuse and/or excessively use any drugs that are prescribed for a legitimate medical purpose.
5. Or about June 9, 2020, respondent tested positive for cocaine.
6. On or about June 12, 2020, respondent failed to re-test when she was called to do so.
7. On or about June 16, 2020, June 18, 2020 and/or June 25, 2020, respondent provided misleading information to the Department regarding her positive toxicology report.
8. On or about June 25, 2020, respondent retracted her previous statements and informed the Department that she had used illegal mushrooms that were contaminated or laced with cocaine on or about June 8, 2020.
9. On or about August 5, 2020, respondent tested positive for metabolites of alcohol, ethyl glucuronide and ethyl sulfate.
10. For the foregoing reasons, the Department believes that respondent's continued practice as a registered nurse represents a clear and immediate danger to the public health and safety. The Department respectfully requests that this Board summarily suspend respondent's license until a full hearing on the merits can be held.

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

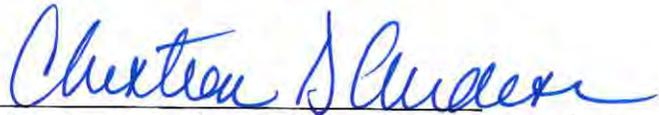
In re: Danielle Miranda, R.N.

Petition No. 2020-605

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 Danielle Miranda 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 1<sup>st</sup> day of September 2020.



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: Danielle Miranda, R.N.

Petition No. 2020-605

**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 Danielle Miranda:

1. Danielle Miranda of East 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 086494.
2. On April 15, 2020, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") issued a Memorandum of Decision in Petition Number 2019-87 that placed respondent's registered nurse license on probation for a period of four years. Such disciplinary action was based upon proof of respondent's abuse and/or excessive use of alcohol, cocaine and/or valium, which does/and or may affect her practice as a nurse.
3. Said Memorandum of Decision specifically provided in paragraph 1M that respondent shall submit to observed, random chain of custody urine screens for alcohol and drugs for the entire probationary period, and, in paragraph 1M(4), that such screens shall be negative for the presence of alcohol and drugs.
4. Said Memorandum of Decision specifically provided in paragraph 1N that respondent shall not obtain for personal use and/or use alcohol or any drug that has not been prescribed for her for a legitimate purpose, by a licensed health care practitioner authorized to prescribe medications, and that respondent shall not abuse and/or excessively use any drugs that are prescribed for a legitimate medical purpose.
5. Or about June 9, 2020, respondent tested positive for cocaine.
6. On or about June 12, 2020, respondent failed to re-test when she was called to do so.
7. On or about June 16, 2020, June 18, 2020 and/or June 25, 2020, respondent provided misleading information to the Department regarding her positive toxicology report.
8. On or about June 25, 2020, respondent retracted her previous statements and informed the Department that she had used illegal mushrooms that were contaminated or laced with cocaine on or about June 8, 2020.

9. On or about August 5, 2020, respondent tested positive for metabolites of alcohol, ethyl glucuronide and ethyl sulfate.
10. Respondent's conduct as described above constitutes violations of the terms of probation as set forth in the Memorandum of Decision, and subjects respondent's license to revocation or other disciplinary action authorized by the General Statutes of Connecticut, §§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 Danielle Miranda as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 1<sup>st</sup> day of September 2020.



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

soc2

## SUMMARY SUSPENSION COVER SHEET

In re: Luisa Young R.N.

Petition No. 2020-730

1. Luisa Young of Stratford, Connecticut (hereinafter "respondent") was issued license number 125438 to practice as a registered nurse on March 19, 2015. She graduated from Widener University in 2013.
2. On May 15, 2019, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") approved a Consent Order in Petition Number 2018-1378 (hereinafter "Consent Order") which placed respondent's license on probation for one (1) year based on respondent's forgery of her preceptor's signature on evaluations and/or practicum time logs. Respondent's probationary terms included quarterly employer reports from a nursing supervisor.
3. The terms of the probation became effective on June 1, 2019. Respondent was on a medical leave of absence for her employment at Stamford Hospital during the period of approximately April 2019 through July 2019. On or about September 5, 2019, respondent was terminated by Stamford Hospital for failure to meet the medication administration policy.
4. On December 2, 2019, the Department informed the respondent that the probationary terms were held in abeyance pursuant to paragraph 13 of the Consent Order. Paragraph 13 requires respondent to provide the Department with thirty (30) days prior written notice and Department approval before returning to the practice of nursing. Paragraph 13 also states that return to practice without pre-approval from the Department constitutes a violation of the Consent Order.
5. Respondent informed the Department of her intent to return to the practice of nursing on February 17, 2020. The Department approved her return to practice on February 20, 2020. Respondent notified the Department of her employment at Whole-Body Medicine, LLC on March 2, 2020.
6. On March 11, 2020, the Department contacted the practice manager for Whole-Body Medicine, LLC and was informed that respondent had been employed there since December 17, 2019 and that they did not receive a copy of the Consent Order until March 9, 2020. The Department was also informed that during the course of December 31, 2019 to February 20, 2020, respondent provided nursing services predominately under the direction of a naturopathic physician.
7. On June 1, 2020, the Department received an employer report from Whole-Body Medicine, LLC signed by the naturopathic physician and a non-nurse practice manager. A referral

was made to the Practitioner Licensing Investigations Section regarding respondent's potential scope of practice violations.

8. Respondent violated the Consent Order in one or more of the following ways:
  - a. On or about December 17, 2019, respondent returned to the practice of nursing without notice and pre-approval from the Department, as required by paragraph 13;
  - b. Respondent failed to provide her employer with a copy of the Consent Order within fifteen (15) days of the commencement of employment, as required by paragraph 5C;
  - c. Respondent changed employment without written notification to the Department within fifteen (15) days, as required by paragraph 5D; and/or
  - d. Respondent failed to provide an employer report from an appropriate nursing supervisor for June 2020, as required by paragraph 5C.
  
9. For the foregoing reasons, and in accordance with paragraph 12 of the Consent Order, the Department believes that respondent's continued practice as a registered nurse represents a clear and immediate danger to the public health and safety. The Department respectfully requests that this Board summarily suspend respondent's license until a full hearing on the merits can be held.

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

In re: Luisa Young R.N.

Petition No. 2020-730

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 Luisa Young 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 3<sup>rd</sup> day of September 2020.



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: Luisa Young R.N.

Petition No. 2020-730

**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 Luisa Young:

1. Luisa Young of Stratford, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nursing license number 125438.
2. On or about May 15, 2019, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") approved a Consent Order in Petition Number 2018-1378 (hereinafter "Consent Order") which placed respondent's license on probation for one (1) year based upon respondent's forgery of her preceptor's signature on evaluations and/or practicum time logs. The Consent Order specifically provides, in part, the following terms:
  - a. Paragraph 5C requires quarterly employer reports from respondent's nursing supervisor, provision of a copy of the Consent Order to the employer, and notification to the Department within fifteen (15) days of commencement of employment as to the receipt of a copy of the Consent Order;
  - b. Paragraph 5D requires written notification to the Department of any change in employment within fifteen (15) days of such change;
  - c. Paragraph 13 allows for the probationary terms to be held in abeyance in the event respondent is not practicing as a nurse and requires thirty (30) days advance written notice and Department pre-approval before respondent can return to practice as a nurse.
3. On or about December 2, 2019, respondent's probationary terms were held in abeyance pursuant to paragraph 13.
4. On or about December 17, 2019, respondent returned to the practice of nursing without notice and pre-approval from the Department, as required by paragraph 13.
5. Respondent failed to provide her employer with a copy of the Consent Order within fifteen (15) days of the commencement of employment, as required by paragraph 5C.
6. Respondent changed employment without written notification to the Department within fifteen (15) days, as required by paragraph 5D.
7. Respondent failed to provide an employer report from an appropriate nursing supervisor for June 2020, as required by paragraph 5C.

8. The above describe facts constitute a violation of the terms of probation as set forth in the Consent Order, and subjects respondent's license to disciplinary action pursuant to 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 Luisa Young as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 3<sup>rd</sup> day of September 2020.



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

## CONSENT ORDER COVER SHEET

1. Paul M. Pstrag received his Connecticut registered nursing license on March 30, 1987. He graduated from Bridgeport Hospital School of Nursing.
2. Respondent has no previous disciplinary history.
3. While working at Fairfield Surgery Center on December 6, 2017, respondent prepared a patient for left knee surgery. Prior to the knee surgery, respondent prepared and draped the patient's right knee for surgery instead of the left knee. The surgeon found no abnormalities in the right knee and the correct (left) knee was prepared for surgery. The patient healed appropriately after the surgery.
4. The proposed Consent Order requires a reprimand against his license.
5. The Department and respondent respectfully request approval of this Consent Order.

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

In re: Paul M. Pstrag, R.N.

Petition No. 2018-1305

**CONSENT ORDER**

WHEREAS, Paul M. Pstrag (hereinafter "respondent") of Fairfield, Connecticut, has been issued license number E49817 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. On or about December 6, 2017 respondent worked as a registered nurse at Fairfield Surgery Center. On that date, patient J.E.'s left knee was scheduled for arthroscopic surgery. Instead of appropriately preparing the patient's left knee for surgery, respondent prepared and draped the right knee for surgery. The surgeon made incisions on either side of the right knee, inserted the scope and found no abnormalities. The left knee was then appropriately prepared for surgery.
2. The above-described facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99(b), including but not limited to §20-99(b)(2).

WHEREAS, respondent, in consideration of this Consent Order, has chosen not to contest the above-alleged allegations at a hearing before the Connecticut State Board of Examiners for Nursing (hereinafter "the Board"). Respondent agrees that for the purpose of this or any future proceedings

6

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.

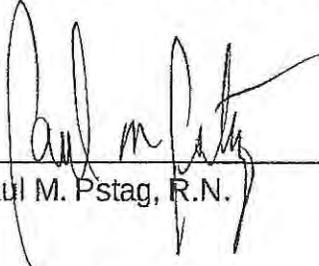
NOW THEREFORE, pursuant to §19a-17 and §20-99(a) of the General Statutes of Connecticut, respondent hereby stipulates and agrees to the following:

1. Respondent waives his 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 E49817 to practice as a registered nurse in the State of Connecticut is hereby reprimanded.
4. Respondent shall notify the Department of any change in respondent's home or business address within fifteen (15) days of such change.
5. 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.
6. Respondent understands this Consent Order is a matter of public record.
7. Respondent understands and agrees that this Consent Order shall be deemed as evidence of the above-alleged 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.
8. 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.

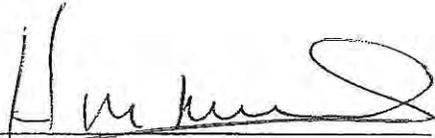
9. Respondent permits a representative of the Department to present this Consent Order and the factual basis for this Consent Order to the Board. The Department and respondent agree that the Board has complete and final discretion as to whether an executed Consent Order is approved or accepted. Respondent 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.
10. 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.
11. Respondent has had the opportunity to consult with an attorney prior to signing this document.

I, Paul M. Pstrag, have read the above Consent Order, and I stipulate and agree to the terms as set forth therein. I further declare the execution of this Consent Order to be my free act and deed.

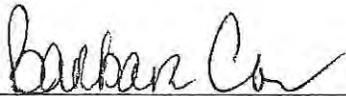
  
\_\_\_\_\_  
Paul M. Pstrag, R.N.

Subscribed and sworn to before me this day of 2020.



  
\_\_\_\_\_  
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 this 26th day of July 2020, it is hereby accepted.

  
\_\_\_\_\_  
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 State Board of Examiners for Nursing on the \_\_\_\_\_ day of 2020, it is hereby ordered and accepted.

---

Connecticut State Board of Examiners for Nursing

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: Amanda Hart, RN

Petition No. 2020-552

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 090939 of **Amanda Hart**, 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 said license shall be ***immediately surrendered*** to the Department of Public Health, Public Health Hearing Office, 410 Capitol Avenue, MS#13PHO, P.O. Box 340308, Hartford, CT 06134-0308 upon notification of this Order, and
3. That a hearing in this matter is scheduled for the 16th day of September 2020, at 9:00 a.m., at the Department of Public Health 410 Capitol Avenue, Hartford, CT.

Dated at Waterbury, Connecticut this 19th day of August, 2020.

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



Phone: (860) 509-7566 • Fax: (860) 707-1904  
Telecommunications Relay Service 7-1-1  
410 Capitol Avenue, P.O. Box 340308  
Hartford, Connecticut 06134-0308



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

Amada Hart  
93 Buckingham Drive  
Glastonbury, CT 06033

VIA EMAIL ONLY ([amanda.hart831@gmail.com](mailto:amanda.hart831@gmail.com))

**RE: Amanda Hart, RN - Petition No. 2020-552**

**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 16, 2020**. 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)

RE: Amanda Hart, RN - Petition No. 2020-552  
Page 2

**Order Re: Filings**

In preparation for this hearing you must, no later than September 2, 2020, 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 20th day of August, 2020.

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  
Brittany Allen, 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: **Amanda Hart, RN – Petition No. 2020-552** has been scheduled for **September 16, 2020** and will be conducted remotely through Microsoft Teams/teleconference.

On or before **September 2, 2020**, you must provide the following by electronic mail response to the hearing office at [poho.dph@ct.gov](mailto:poho.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.

In preparation for the remote hearing, 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 questions regarding the above, please contact the hearing office.

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

In re: Amanda Shanley (Hart), R.N.

Petition No. 2020-552

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 Amanda Shanley (Hart) 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 nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 10<sup>th</sup> day of August 2020.



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: Amanda Shanley (Hart), R.N.

Petition No. 2020-552

**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 Amanda Shanley (Hart):

1. Amanda Shanley (Hart) of Glastonbury, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nursing license number 090939.
2. On or about July 17, 2019, the Connecticut Board of Examiners for Nursing (hereinafter "the Board") approved a Consent Order in Petition Number 2019-444 (hereinafter "Consent Order") that placed respondent's license on probation for four (4) years, based on findings that respondent diverted opiates, and abused and/or utilized to excess alcohol and opiates. Respondent's probationary terms included, in part, random urine screens and therapy.
3. On or about January 15, 2020, the Board summarily suspended respondent's license based on alleged violations of the Consent Order. The Board conducted a hearing on or about February 19, 2020 regarding the alleged violations and reinstated respondent's license under the terms and conditions of the Consent Order, pending issuance of a Memorandum of Decision.
4. In or around May 2020, respondent had one or more dilute urine screens.
5. In or around May 2020, respondent abused and/or utilized to excess alcohol.
6. Respondent's abuse and/or utilization to excess of alcohol does, and/or may, affect her practice as a registered nurse.
7. The above describe facts constitute 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 pursuant to the General Statutes of Connecticut, §§19a-17 and 20-99(b), including but not limited to §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 Amanda Shanley (Hart) as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 10<sup>th</sup> day of August 2020.



---

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: **Sandra J. Blanchette, RN**

Petition No. 2020-431

#### 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 134577 of **Sandra J. Blanchette**, 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 said license shall be ***immediately surrendered*** to the Department of Public Health, Public Health Hearing Office, 410 Capitol Avenue, MS#13PHO, P.O. Box 340308, Hartford, CT 06134-0308 upon notification of this Order, and
3. That a hearing in this matter is scheduled for the 19th day of August 2020, at 9:00 a.m., at the Department of Public Health 410 Capitol Avenue, Hartford, CT.

Dated at Waterbury, Connecticut this 15th day of July, 2020.

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



Phone: (860) 509-7566 • Fax: (860) 707-1904  
Telecommunications Relay Service 7-1-1  
410 Capitol Avenue, P.O. Box 340308  
Hartford, Connecticut 06134-0308  
[www.ct.gov/dph](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



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

Sandra J. Blanchette  
229 Southridge Drive  
Willimantic, CT 06226

Via Email ([sblanchette05@yahoo.com](mailto:sblanchette05@yahoo.com))

**RE: Sandra J. Blanchette, RN - Petition No. 2020-431**

**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 19, 2020**. 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.

The scheduling of your case is subject to change. You are urged to call 860-509-7566 the day before the hearing to verify this schedule.

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:**

All documents that you wish to present at the hearing must be paginated and must have certain information redacted. That means, that certain information, must be blacked out as follows:

- a. First, make a photocopy of the original document. **DO NOT MARK THE ORIGINAL IN ANY WAY.**
- b. Secondly, if any of the following information appears on any page of the document, on the photocopy, black out the following information using a black marker:
  - (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)
- c. Next, paginate each document in the lower right hand corner of each page of the redacted photocopy.

**Order Re: Filings**

In preparation for this hearing you must, no later than August 1, 2020, (1) notify this office if you plan on calling any witnesses; (2) any documents you will be submitting as evidence must be scanned and emailed to Department of Public Health, Public Health Hearing Office at [phho.dph@ct.gov](mailto:phho.dph@ct.gov).

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 17th day of July, 2020.

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  
Brittany Allen, 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**

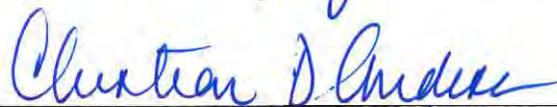
In re: Sandra Jeannine Blanchette R.N.

Petition No. 2020-431

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 Sandra Jeannine Blanchette 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 8<sup>TH</sup> day of July 2020.



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: Sandra Jeannine Blanchette R.N.

Petition No. 2020-431

**STATEMENT OF CHARGES**

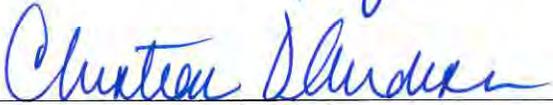
Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Sandra Jeannine Blanchette:

1. Sandra Jeannine Blanchette of Willimantic, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nursing license number 134577.
2. During the course of approximately November 2019 through May 2020, respondent abused and/or utilized to excess alcohol.
3. Respondent's abuse and/or utilization to excess of alcohol does, and/or may, affect her practice as a registered nurse.
4. In or around April 2020, respondent abused and/or utilized to excess hydromorphone.
5. Respondent's abuse and/or utilization to excess of hydromorphone does, and/or may, affect her practice as a registered nurse.
6. The above describe facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99(b), including but not limited to §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 Sandra Jeannine Blanchette as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 8<sup>th</sup> day of July 2020.

  
\_\_\_\_\_  
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

August 20, 2020

Sandra J. Blanchette  
229 Southridge Drive  
Willimantic, CT 06226

**VIA EMAIL ONLY**([sblanchette05@yahoo.com](mailto:sblanchette05@yahoo.com))

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

**VIA EMAIL ONLY**

**RE: Sandra Blanchette, RN – Petition No. 2020-431**

### RULING ON REQUEST FOR CONTINUANCE

During a meeting of the Board of Examiners for Nursing on August 19, 2020, respondent in the above-referenced matter requested a continuance of the hearing scheduled for August 19, 2020. The Department of Public Health did not object to this request.

Respondent's request for continuance is **GRANTED**.

The hearing is rescheduled to **Wednesday, September 16, 2020, at 9:00 a.m.** The hearing will be held by video conference.

In preparation for this hearing, no later than September 8, 2020, any documents to be submitted as evidence must be scanned and emailed to the undersigned at [phho.dph@ct.gov](mailto:phho.dph@ct.gov).

**FOR: Stacy Schulman, Hearing Officer**

/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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



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

Nicholas Lewonczyk  
33 Raymond Street  
Stratford, CT 06614

CMRRR# 91 7199 9991 7038 3995 5724  
First Class Mail  
and Via EMAIL ([lewonczyks@aol.com](mailto:lewonczyks@aol.com) )

**RE: Nicholas Lewonczyk, LPN - Petition No. 2017-50**

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 at the Department of Public Health Complex, Conference Room A/B, 410-470 Capitol Avenue, Hartford, Connecticut on March 18, 2020. The scheduling of your case is subject to change. You are urged to call 860-509-7566 the day before the hearing to verify this schedule.

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 is your responsibility to bring the witnesses and documents you wish to present at the hearing.

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:

All documents that you wish to present at the hearing must be paginated and must have certain information redacted. That means, that certain information, must be blacked out as follows:

- a. First, make a photocopy of the original document. DO NOT MARK THE ORIGINAL IN ANY WAY.
- b. Secondly, if any of the following information appears on any page of the document, on the photocopy, black out the following information using a black marker:
  - (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)

- c. Next, paginate each document in the lower right hand corner of each page *of the redacted photocopy*.
- d. Finally, any documentation offered into evidence must be accompanied by (9) photocopies of the redacted and paginated copy to provide to the Board and the Department at the hearing.
- e. Please note: you must also bring the original to the hearing.

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.

Order Re: Filings

The Department and Respondent are hereby ordered when submitting any pleadings, documents, motions or other papers to the Board to file an original plus nine (9) copies with Jeffrey A. Kardys, agent of the Board and custodian of the record, at the following address:

Department of Public Health  
Public Health Hearing Office  
410 Capitol Avenue, MS#13PHO  
P. O. Box 340308  
Hartford CT 06134-0308

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.

Please call 860-509-7566 as soon as possible if you have any questions about the hearing schedule.

Dated at Hartford, Connecticut this 26th day of FEBRUARY 2020.

For the Connecticut Board of Examiners for Nursing

  
\_\_\_\_\_  
Jeffrey A. Kardys, Administrative Hearings Specialist

- c: Henry Salton, Assistant Attorney General  
Christian Andresen, Section Chief, Practitioner Licensing and Investigations  
Matthew Antonetti, Principal 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: Nicholas Lewonsczyk, L.P.N.

Petition No. 2017-50

**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 Nicholas Lewonsczyk:

1. Nicholas Lewonsczyk of Stratford, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut license number 033506 to practice as a licensed practical nurse.
2. Respondent has been diagnosed with bipolar and anxiety disorders, cannabis abuse and opioid dependence.
3. Respondent's emotional disorders and/or cannabis abuse and/or opioid dependence does, and/or may, affect his 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)(4); and/or
  - b. §20-99(b)(5).

THEREFORE, the Department prays that:

The Board of Examiners for Nursing, as authorized in §§19a-17 and 20-99, revoke or order other disciplinary action against the licensed practical nurse license of Nicholas Lewonsczyk as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 30<sup>th</sup> day of October 2019.



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

STATE OF CONNECTICUT  
DEPARTMENT OF PUBLIC HEALTH



Renée D. Coleman-Mitchell, MPH  
Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

**BOARD OF EXAMINERS FOR NURSING**

March 13, 2020

Nicholas Lewonczyk  
33 Raymond Street  
Stratford, CT 06614

**First Class Mail**  
and **VIA EMAIL (lewonczyks@aol.com)**

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

**VIA EMAIL ONLY**

**RE: Nicholas Lewonczyk, LPN - Petition No. 2017-50**

**REVISED NOTICE OF HEARING**

The location for the hearing in the referenced matter scheduled for **Wednesday, March 18, 2020** has changed.

The hearing will held in at the Department of Public Health, 410 Capitol Avenue, Hartford, Connecticut, in the **third floor Hearing Room**, beginning at 9:00 a.m.

**FOR: BOARD OF EXAMINERS FOR NURSING**

BY:

A handwritten signature in blue ink, appearing to read "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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



**STATE OF CONNECTICUT**  
DEPARTMENT OF PUBLIC HEALTH



Renée D. Coleman-Mitchell, MPH  
Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

**BOARD OF EXAMINERS FOR NURSING**

March 16, 2020

Nicholas Lewonczyck  
33 Raymond Street  
Stratford, CT 06617

**VIA EMAIL (lewonczyck@aol.com)**

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

**VIA EMAIL ONLY**

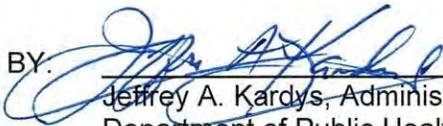
**RE: Nicholas Lewonczyck, LPN - Petition No. 2017-50**

**NOTICE OF POSTPONMENT**

The hearing in the above referenced matter, scheduled for March 18, 2020, is postponed.

Notification of a new hearing date will be sent when determined.

**FOR: BOARD OF EXAMINERS FOR NURSING**

BY: 

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) 707-1904



Phone: (860) 509-7566 • Fax: (860) 707-1904  
Telecommunications Relay Service 7-1-1  
410 Capitol Avenue, P.O. Box 340308  
Hartford, Connecticut 06134-0308  
www.ct.gov/dph

*Affirmative Action/Equal Opportunity Employer*



# STATE OF CONNECTICUT

## DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH  
Acting Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

### **BOARD OF EXAMINERS FOR NURSING**

June 15, 2020

Nicholas Lewonczyck  
33 Raymond Street  
Stratford, CT 06617

**VIA EMAIL ONLY (lewonczyks@aol.com)**

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

**VIA EMAIL ONLY**

**RE: Nicholas Lewonczyck, LPN - Petition No. 2017-50**

### **NOTICE OF HEARING**

The hearing in the above referenced matter, is rescheduled to July 15, 2020.

The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing.

In preparation for this hearing you must, no later than July 1, 2020, (1) notify this office if you plan on calling any witnesses; (2) any documents you will be submitting as evidence must be scanned and emailed to the undersigned at [jeffrey.kardys@ct.gov](mailto:jeffrey.kardys@ct.gov).

**FOR: 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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



## Kardys, Jeffrey

---

**To:** leweczyks@aol.com; Wilan, Diane  
**Cc:** Miranda, Carmen  
**Subject:** Hearing Board of Examiners for Nursing  
**Attachments:** NICHOLAS LEWONCZYK, LPN - Hearing Continuance Notice 07-17-2020.pdf

**RE: Nicholas Lewonczyck, LPN - Petition No. 2017-50**

The hearing in the referenced matter is continued to September 16, 2020.

---

Jeffrey A. Kardys  
Administrative Hearings Specialist  
State of Connecticut  
Department of Public Health  
Legal Office/Public Health Hearing Office  
410 Capitol Avenue, MS 13PHO  
PO Box 340308  
Hartford, CT 06134-0308  
**860-509-7566 Fax 860-707-1904**  
**[Jeffrey.kardys@ct.gov](mailto:Jeffrey.kardys@ct.gov)**

[www.ct.gov/dph/hearingoffice](http://www.ct.gov/dph/hearingoffice)



# 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 17, 2020

Nicholas Lewonczyck  
33 Raymond Street  
Stratford, CT 06617

**VIA EMAIL ONLY (lewonczyks@aol.com)**

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

**VIA EMAIL ONLY**

**RE: Nicholas Lewonczyck, LPN - Petition No. 2017-50**

During the hearing in the referenced matter on July 15, 2020 respondent's request for a continuance was granted.

The hearing is rescheduled to **Wednesday, September 16, 2020, at 9:00 a.m.** The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing.

In preparation for this hearing you must, no later than September 1, 2020, (1) notify this office if you plan on calling any witnesses; (2) any documents you will be submitting as evidence must be scanned and emailed to the undersigned at [phho.dph@ct.gov](mailto:phho.dph@ct.gov); (.

**The Board may conduct fact-finding immediately following the close of the record.**

**FOR: 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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



STATE OF CONNECTICUT  
CONNECTICUT BOARD OF EXAMINERS FOR NURSING

Denise Ambrose  
111 North Main Street  
Southington, CT 06489

Service by State Marshal  
First Class Mail  
Via EMAIL ([deniseonerato@yahoo.com](mailto:deniseonerato@yahoo.com))

**RE: Denise Ambrose, LPN - Petition No. 2019-751**

**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** at the **Legislative Office Building, Conference Room 2-A, 300 Capitol Avenue, Hartford, Connecticut** on **January 15, 2020**. The scheduling of your case is subject to change. You are urged to call 860-509-7566 the day before the hearing to verify this schedule.

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 is your responsibility to bring the witnesses and documents you wish to present at the hearing.

**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:**

**All documents that you wish to present at the hearing must be paginated and must have certain information redacted. That means, that certain information, must be blacked out as follows:**

- a. First, make a photocopy of the original document. **DO NOT MARK THE ORIGINAL IN ANY WAY.**
- b. Secondly, **if any of the following information appears on any page of the document, on the photocopy**, black out the following information using a black marker:
  - (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)

- c. Next, paginate each document in the lower right hand corner of each page *of the redacted photocopy*.
- d. Finally, any documentation offered into evidence must be accompanied by (15) photocopies of the redacted and paginated copy to provide to the Board and the Department at the hearing.
- e. Please note: you must also bring the original to the hearing.

**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.**

**Order Re: Filings**

The Department and Respondent are hereby ordered when submitting any pleadings, documents, motions or other papers to the Board to file an original plus nine (9) copies with Jeffrey A. Kardys, agent of the Board and custodian of the record, at the following address:

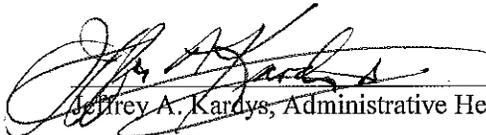
Department of Public Health  
Public Health Hearing Office  
410 Capitol Avenue, MS#13PHO  
P. O. Box 340308  
Hartford CT 06134-0308

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.

Please call 860-509-7566 as soon as possible if you have any questions about the hearing schedule.

Dated at Hartford, Connecticut this 18<sup>th</sup> day of DECEMBER, 2019.

For the Connecticut Board of Examiners for Nursing

  
Jeffrey A. Kardys, Administrative Hearings Specialist

- c: Henry Salton, Assistant Attorney General  
Christian Andresen, Section Chief, Practitioner Licensing and Investigations  
Matthew Antonetti, Principal Attorney, Office of Legal Compliance  
Brittany Allen, 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: Denise Ambrose, L.P.N.

Petition No. 2019-751

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 Denise Ambrose 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 licensed practical nursing represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 12th day of December 2019.



\_\_\_\_\_  
Barbara Cass, R.N., Branch Chief  
Healthcare Quality and Safety Branch

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

In re: Denise Ambrose, L.P.N.

Petition No. 2019-751

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 Denise Ambrose:

1. Denise Ambrose of Southington, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut licensed practical nursing license number 036078.
2. During the course of approximately January 2019 through April 2019, while working as a licensed practical nurse at Apple Rehabilitation, respondent:
  - a. Diverted oxycodone for 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.
3. During the course of approximately January 2019 through May 2019, respondent abused and/or utilized to excess oxycodone.
4. Respondent's abuse and/or utilization to excess of oxycodone does, and/or may, affect her practice as a licensed practical nurse.
5. 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 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 Denise Ambrose as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 12th day of December 2019.

  
\_\_\_\_\_  
Barbara Cass, R.N., Branch Chief  
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT**  
DEPARTMENT OF PUBLIC HEALTH



Renée D. Coleman-Mitchell, MPH  
Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

**BOARD OF EXAMINERS FOR NURSING**

January 13, 2020

Denise Ambrose  
111 North Mai Street  
Southington, CT 06489

**First Class Mail**  
and **VIA EMAIL (deniseonerato@yahoo.com)**

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

**VIA EMAIL ONLY**

**RE: Denise Ambrose, LPN - Petition No. 2019-751**

**RULING ON REQUEST FOR CONTINUANCE**

Respondent emailed the Board office on January 10, 2020, requesting a postponement of the hearing scheduled for January 15, 2020. Without objection from the Department of Public Health respondent's request is granted.

The hearing has been rescheduled for **Wednesday, March 18, 2020, at 9:00 a.m.** at the Department of Public Health Complex, 470 Capitol Avenue, Hartford, Connecticut in conference room 470-A/B.

The Summary Suspension of respondent's licensed practical nurse license remains in effect.

**FOR: BOARD OF EXAMINERS FOR NURSING**

BY: 

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) 707-1904

c: Matthew Antonetti, Principal Attorney, Office of Legal Office Compliance, DPH



Phone: (860) 509-7566 • Fax: (860) 707-1904  
Telecommunications Relay Service 7-1-1  
410 Capitol Avenue, P.O. Box 340308  
Hartford, Connecticut 06134-0308  
www.ct.gov/dph

*Affirmative Action/Equal Opportunity Employer*



**STATE OF CONNECTICUT**  
DEPARTMENT OF PUBLIC HEALTH



Renée D. Coleman-Mitchell, MPH  
Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

**BOARD OF EXAMINERS FOR NURSING**

March 13, 2020

Denise Ambrose  
111 North Main Street  
Southington, CT 06489

**First Class Mail**  
and **VIA EMAIL (deniseonerato@yahoo.com)**

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

**VIA EMAIL ONLY**

**RE: Denise Ambrose, LPN - Petition No. 2019-751**

**REVISED NOTICE OF HEARING**

The location for the hearing in the referenced matter scheduled for **Wednesday, March 18, 2020** has changed.

The hearing will held in at the Department of Public Health, 410 Capitol Avenue, Hartford, Connecticut, in the **third floor Hearing Room**, beginning at 9:00 a.m.

**FOR: BOARD OF EXAMINERS FOR NURSING**

BY:

  
\_\_\_\_\_  
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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



# STATE OF CONNECTICUT

## DEPARTMENT OF PUBLIC HEALTH



Renée D. Coleman-Mitchell, MPH  
Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

### BOARD OF EXAMINERS FOR NURSING

March 16, 2020

Denise Ambrose  
111 North Mai Street  
Southington, CT 06489

VIA EMAIL (deniseonerato@yahoo.com)

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

VIA EMAIL ONLY

**RE: Denise Ambrose, LPN - Petition No. 2019-751**

### RULING ON REQUEST FOR CONTINUANCE

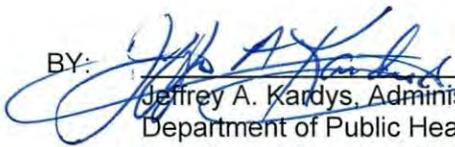
Respondent emailed the Board office on March 16, 2020, requesting a postponement of the hearing scheduled for March 18, 2020. Without objection from the Department of Public Health respondent's request is granted.

Notification of a new hearing date will be sent when determined.

The Summary Suspension of respondent's licensed practical nurse license remains in effect.

**FOR: BOARD OF EXAMINERS FOR NURSING**

BY:

  
\_\_\_\_\_  
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) 707-1904



Phone: (860) 509-7566 • Fax: (860) 707-1904  
Telecommunications Relay Service 7-1-1  
410 Capitol Avenue, P.O. Box 340308  
Hartford, Connecticut 06134-0308  
www.ct.gov/dph

*Affirmative Action/Equal Opportunity Employer*



# STATE OF CONNECTICUT

## DEPARTMENT OF PUBLIC HEALTH



Deidre S. Gifford, MD, MPH  
Acting Commissioner

Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

### **BOARD OF EXAMINERS FOR NURSING**

June 15, 2020

Denise Ambrose  
111 North Main Street  
Southington, CT 06489

**VIA EMAIL ONLY (deniseonerato@yahoo.com)**

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

**VIA EMAIL ONLY**

**RE: Denise Ambrose, LPN - Petition No. 2019-751**

### **NOTICE OF HEARING**

The hearing in the above referenced matter, is rescheduled to July 15, 2020.

The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing.

In preparation for this hearing you must, no later than July 1, 2020, (1) notify this office if you plan on calling any witnesses; (2) any documents you will be submitting as evidence must be scanned and emailed to the undersigned at [jeffrey.kardys@ct.gov](mailto:jeffrey.kardys@ct.gov).

**FOR: 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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



# 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 14, 2020

Denise Ambrose  
111 North Mai Street  
Southington, CT 06489

**VIA EMAIL (deniseonerato@yahoo.com)**

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

**VIA EMAIL ONLY**

**RE: Denise Ambrose, LPN - Petition No. 2019-751**

### **RULING ON REQUEST FOR CONTINUANCE**

Respondent emailed the Board office on July 10, 2020, requesting a postponement of the hearing scheduled for July 15, 2020. Without objection from the Department of Public Health, respondent's request is granted.

The hearing is rescheduled to **Wednesday, September 16, 2020, at 9:00 a.m.** The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing.

The Summary Suspension of respondent's licensed practical nurse license remains in effect.

**FOR: 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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



STATE OF CONNECTICUT  
DEPARTMENT OF PUBLIC HEALTH

Renée D. Coleman-Mitchell, MPH  
Commissioner



Ned Lamont  
Governor  
Susan Bysiewicz  
Lt. Governor

BOARD OF EXAMINERS FOR NURSING

In re: Heather Spaulding, RN

Petition No. 2019-1224

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 072000 of **Heather Spaulding**, 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 said license shall be ***immediately surrendered*** to the Department of Public Health, Public Health Hearing Office, 410 Capitol Avenue, MS#13PHO, P.O. Box 340308, Hartford, CT 06134-0308 upon notification of this Order, and
3. That a hearing in this matter is scheduled for the 20th day of May 2020, at 9:00 a.m., at the Department of Public Health Complex, Room 470-A/B, 470 Capitol Avenue, Hartford, CT.

Dated at Waterbury, Connecticut this 15th day of April, 2020.

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



Phone: (860) 509-7566 • Fax: (860) 707-1904  
Telecommunications Relay Service 7-1-1  
410 Capitol Avenue, P.O. Box 340308  
Hartford, Connecticut 06134-0308  
[www.ct.gov/dph](http://www.ct.gov/dph)

Affirmative Action Equal Opportunity Employer



STATE OF CONNECTICUT  
CONNECTICUT BOARD OF EXAMINERS FOR NURSING

Heather Spaulding  
29 Adair Street  
Norwich, CT 06360

Service by State Marshal  
and First Class Mail  
and Via Email ([spauldinghs.509@gmail.com](mailto:spauldinghs.509@gmail.com))

**RE: Heather Spaulding, RN - Petition No. 2019-1224**

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 at the Department of Public Health Complex, Conference Room A/B, 410-470 Capitol Avenue, Hartford, Connecticut on May 20, 2020. The scheduling of your case is subject to change. You are urged to call 860-509-7566 the day before the hearing to verify this schedule.

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 is your responsibility to bring the witnesses and documents you wish to present at the hearing.

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:

All documents that you wish to present at the hearing must be paginated and must have certain information redacted. That means, that certain information, must be blacked out as follows:

- a. First, make a photocopy of the original document. DO NOT MARK THE ORIGINAL IN ANY WAY.
- b. Secondly, if any of the following information appears on any page of the document, on the photocopy, black out the following information using a black marker:
  - (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)

- c. Next, paginate each document in the lower right hand corner of each page *of the redacted photocopy*.
- d. Finally, any documentation offered into evidence must be accompanied by (9) photocopies of the redacted and paginated copy to provide to the Board and the Department at the hearing.
- e. Please note: you must also bring the original to the hearing.

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.

Order Re: Filings

The Department and Respondent are hereby ordered when submitting any pleadings, documents, motions or other papers to the Board to file an original plus nine (9) copies with Jeffrey A. Kardys, agent of the Board and custodian of the record, at the following address:

Department of Public Health  
Public Health Hearing Office  
410 Capitol Avenue, MS#13PHO  
P. O. Box 340308  
Hartford CT 06134-0308

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.

Please call 860-509-7566 as soon as possible if you have any questions about the hearing schedule.

Dated at Hartford, Connecticut this 15<sup>th</sup> day of APRIL, 2020.

For the Connecticut Board of Examiners for Nursing

  
\_\_\_\_\_  
Jeffrey A. Kardys, Administrative Hearings Specialist

- c: Henry Salton, Assistant Attorney General  
Christian Andresen, Section Chief, Practitioner Licensing and Investigations  
Joelle Newton, Staff Attorney, Office of Legal Compliance

The Department of Public Health is an equal opportunity provider and employer.

*If you require aid/accommodation to participate fully and fairly,  
please contact the Public Health Hearing Office at 860-509-7566.*

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

In re: Heather Spaulding, R.N.

Petition No. 2019-1224

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 Heather Spaulding's nursing license in Connecticut. This motion is based on the attached Statement of Charges, Affidavits and on the Department's information and belief that Heather Spaulding's continued nursing practice represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 13<sup>th</sup> day of March, 2020.



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: Heather Spaulding, R.N.

Petition No. 2019-1224

**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 Heather Spaulding:

1. Heather Spaulding of Norwich, Connecticut (hereinafter "respondent") is the holder of Connecticut registered nursing license number 072000.
2. On or about November 17, 2018, respondent abused and/or utilized to Xanax.
3. In 2018, 2019 and 2020 respondent was diagnosed with an emotional disorder and/or mental illness ("diagnosis").
4. Respondent's diagnosis and/or abuse and/or excessive use of Xanax does, and/or may, affect her practice of nursing.
5. The above facts constitute grounds for disciplinary action pursuant to Connecticut General Statutes §20-99 including but not limited to
  - a. §20-99(b)(4) and/or
  - b. §20-99(b)(5).

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 respondent's nursing license as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 13<sup>th</sup> day of March 2020.

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

**From:** [Newton, Joelle](#)  
**To:** [Kardys, Jeffrey](#)  
**Cc:** [internet](#)  
**Subject:** HEARING - Board of Examiners for Nursing  
**Date:** Wednesday, May 13, 2020 8:10:29 AM

---

I am forwarding your request to Mr. Kardys who works in the public health hearing office.

Thank you for your attention.

Joelle C. Newton, Staff Attorney  
State of Connecticut Department of Public Health  
410 Capitol Avenue, MS 12 LEG  
Hartford, CT 06143

Email: [joelle.newton@ct.gov](mailto:joelle.newton@ct.gov)  
Telephone: [860-509-7600](tel:860-509-7600)  
Fax: [860-509-7650](tel:860-509-7650)

NOTICE OF CONFIDENTIALITY This e-mail (including attachments) is covered by the Electronic Communications Privacy Act 18 U.S.C. Sec [2510-2521](#) and is confidential. This confidential transmission may include attorney-client privilege, attorney work product, privileged medical, psychiatric, and/or drug treatment information intended only for the recipient(s) names above. If you are not the intended recipient, reading, disclosure, discussion, dissemination, distribution or copying of this information by anyone other than the intended recipient or their legal agent(s) is strictly prohibited.

---

**From:** Heather [<hespld05@gmail.com>](mailto:hespld05@gmail.com)  
**Sent:** Tuesday, May 12, 2020 10:20 PM  
**To:** Newton, Joelle  
**Subject:** Re: [secure] HEARING - Board of Examiners for Nursing

Good evening,  
In light of my situation is there anyway possible that I could have a continuance? I am not ready with my documentation. Please let me know.  
Sincerely,  
Heather Spaulding

# 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

May 14, 2020

Heather Spaulding  
29 Adair Street  
Norwich, CT 06360

**First Class Mail**  
and **VIA EMAIL (hespld05@gmail.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: Heather Spaulding, RN - Petition No. 2019-1224**

### RULING ON REQUEST FOR CONTINUANCE

In an email dated May 12, 2020, respondent requested a postponement of the hearing scheduled for May 20, 2020. The Department of Public Health does not object to this request.

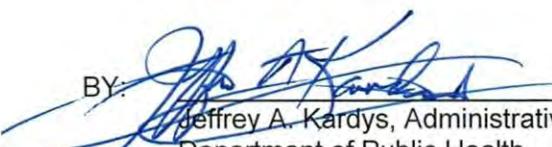
Respondent's request is granted.

The hearing is rescheduled to **Wednesday, July 15, 2020, at 9:00 a.m.**

The Summary Suspension of respondent's registered nurse license remains in effect.

**FOR: BOARD OF EXAMINERS FOR NURSING**

BY:

  
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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



# 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**

June 15, 2020

Heather Spaulding  
29 Adair Street  
Norwich, CT 06360

**VIA EMAIL ONLY (hespld05@gmail.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: Heather Spaulding, RN - Petition No. 2019-1224**

### **REVISED NOTICE OF HEARING**

The hearing in the above referenced matter, is scheduled for July 15, 2020.

The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing.

In preparation for this hearing you must, no later than July 1, 2020, (1) notify this office if you plan on calling any witnesses; (2) any documents you will be submitting as evidence must be scanned and emailed to the undersigned at [jeffrey.kardys@ct.gov](mailto:jeffrey.kardys@ct.gov).

**FOR: 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) 707-1904



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*



**From:** [Heather](#)  
**To:** [Kardys, Jeffrey](#)  
**Subject:** RN Licensure  
**Date:** Friday, April 24, 2020 4:31:46 PM

---

Dear Mr. Kardys,

Here is my answer to my licensure reference # 07200

1)admit

2)admit

3)admit

4)deny

5)admit

Also, please take note that my email address has changed to: [hespld05@gmail.com](mailto:hespld05@gmail.com)

Thank you in advance for your consideration in this matter.

Sincerely,

Heather Spaulding

## Kardys, Jeffrey

---

**To:** hespld05@gmail.com; Newton, Joelle  
**Cc:** Miranda, Carmen  
**Subject:** Hearing- Board of Examiners fro Nursing  
**Attachments:** Heather Spaulding, RN - Continuance Ruling 7-17-2020.pdf

**RE: Heather Spaulding, RN - Petition No. 2019-1224**

The hearing in the referenced matter is rescheduled to September 16, 2020.

---

Jeffrey A. Kardys  
Administrative Hearings Specialist  
State of Connecticut  
Department of Public Health  
Legal Office/Public Health Hearing Office  
410 Capitol Avenue, MS 13PHO  
PO Box 340308  
Hartford, CT 06134-0308  
**860-509-7566 Fax 860-707-1904**  
[Jeffrey.kardys@ct.gov](mailto:Jeffrey.kardys@ct.gov)

[www.ct.gov/dph/hearingoffice](http://www.ct.gov/dph/hearingoffice)



# 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 17, 2020

Heather Spaulding  
29 Adair Street  
Norwich, CT 06360

**VIA EMAIL ONLY (hespld05@gmail.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: Heather Spaulding, RN - Petition No. 2019-1224**

### **RULING ON REQUEST FOR CONTINUANCE**

Respondent emailed the Board office on July 14, 2020, requesting a postponement of the hearing scheduled for July 15, 2020. Without objection from the Department of Public Health respondent's request was granted.

The hearing is rescheduled to **Wednesday, September 16, 2020, at 9:00 a.m.** The hearing will be held by video conference during the meeting of the Board of Examiners for Nursing.

In preparation for this hearing you must, no later than September 1, 2020, (1) notify this office if you plan on calling any witnesses; (2) any documents you will be submitting as evidence must be scanned and emailed to the undersigned at [phho.dph@ct.gov](mailto:phho.dph@ct.gov); (3) notify this office if you anticipate that executive session will be necessary.

**The Board may conduct fact-finding immediately following the close of the record.**

The Summary Suspension of respondent's licensed practical nurse license remains in effect.

**FOR: 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



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](http://www.ct.gov/dph)

*Affirmative Action/Equal Opportunity Employer*

