

MARYLAND BOARD OF NURSING
BOARD MEETING
OPEN AGENDA

DATE: April 26, 2017

TIME: 9:00 A.M.

PLACE: Maryland Board of Nursing
4140 Patterson Avenue
Baltimore, Maryland

BUSINESS:

PLEASE NOTE: THE MEETING WILL BE IN OPEN SESSION FROM 9:00 A.M. UNTIL APPROXIMATELY 10:00 A.M. WITH EXECUTIVE (CLOSED) SESSION IMMEDIATELY FOLLOWING.

1. Call to Order

- a. Roll Call and Declaration of Quorum
- b. Minutes for February 2017 and March 2017 Open Session

2. Consent Agenda

A. Nurse Practitioner Programs

- 1. California State University Long Beach, Long Beach, CA, Family, Masters and Post Masters
- 2. Davenport University, Grand Rapids, MI, Family, Masters
- 3. Keuka College, Keuka Park, NY, Adult Gerontology Primary Care, Masters and Post Masters
- 4. University of Connecticut, Storrs, CT, Neonatal, Masters

B. Certificate Training Programs/Facilities (C. Redd & J. Callan)

- 1. Request for Approval to Renew CNA-GNA Training Program
 - a. Vision Allied Health

Open Session April 26, 2017

b. Harford Community College

2. Request for Initial Approval of a CNA-GNA Training Program

Certified Home Nursing Solution, LLC

3. Request to Amend March Memo for Greenbelt Career Academy

4. Request to allow Chesapeake Community College to Utilize Sites

5. Request for Approval of CNA Training Program-Clinical Facility

a. Howard Community College-Winter Growth

b. U.S. Renal Care- USRC Ft. Washington

c. Cambridge Nursing Academy- NMS Healthcare Annapolis

d. Certified Nursing Home Solutions- Oakwood Nursing Center

C. CNA Course Equivalency

1. University of Delaware

2. West Virginia University

3. Emory University

4. Radford University

5. Gwynedd Mercy University

6. Eastern University

D. CNA Advisory Committee- Licensed Practical Nurse Designation (Charlene Harrod-Owuamana, LPN) – Request for Appointment

3. Discussion of Items Removed from Consent Agenda

4. Education (Dr. Patricia Kennedy)

A. Announcement--New Interim Dean, Washington Adventist University, Dr. Cheryl Kisunzu

Open Session April 26, 2017

B. Bowie State University, Department of Nursing Requests Approval of Program Consultant and Corrective Action Plan

C. Bowie State University, Department of Nursing, Maryland Board Site Visit Report (Dr. Sheila Green)

D. Morgan State University, Dean, Behavioral Health Sciences Voids MBON Approved Baccalaureate Program Consultant Selections

5. Practice

None

6. Licensure & Certification (Cheyenne Redd and Jill Callan)

a. Goldenstar -FYI

b. Request to Approve Amendments to Nurse Refresher Course- Hagerstown Community College

7. Advanced Practice

None

8. Administrative and Legislative (Shirley Devaris)

a. Legislative Summary

b. Explanation of Nurse Practice Act, Clean -up bill – Senate Bill 385/House Bill 482

c. Senate Bill 503 - Racial and Ethnic Health Disparities

9. Direct Entry Midwives and Electrology – (Ann Tyminski)

a. Electrology

1. Electrology Practice Committee Quarterly Report to BON

2. Request to reappoint Debra A. Larson, LE to the Electrology Practice Committee Appointment expires June 2017. Wants reappointment and to remain as Chair of the Committee

3. Approve Electrology Practice Committee Clinical Examination

4. Approve Electrology Institution Recognition Application
- b. Direct Entry Midwives
 1. Direct-Entry Midwifery Advisory Committee Quarterly Report to BON
 2. Request to Reappoint Julia Perkins, RN, CNM to the Committee

10. Committee Reports – Quarterly Stats Reports

- a. CNA Advisory Committee (Cheyenne Redd)
- b. Investigation Stats Report (Elaine Cone)
- c. Background Review (Dorothy Haynes)
- d. Discipline (Amber Havens)
- e. Impaired Practice (Tonya Spruill)

MARYLAND BOARD OF NURSING GENERAL SESSION MINUTES

Location: Board of Nursing
4140 Patterson Avenue
Baltimore, MD 21215

Date: February 22, 2017

Board Members Present

Sabita Persaud, RN, PhD, Board President
Cheryl Dover, RN Member
Emalie Gibbons Baker, RN Member
Sheila Murphy, RN Member
Jocelyn Lyn-Kew, LPN Member
Bonne Oettinger, RN Member
Lorna House, RN Member
Mary Wheaton, LPN Member

Staff Present

Richard Proctor, Interim Board Executive Director
Sarah Pendley, AAG, Board Counsel
Cheryl Cooper, Manager Associate
Brian Stallsmith, IT
Elaine Cone, Director of Complaints and Investigations
Shirley A. Devaris, Director of Legislation
Ann Tyminski, Administrator
Cheyenne Redd, RN, Director of Licensure and Certification
Dorothy Haynes, Director, Background Investigations
Lakia Jackson, Paralegal
Jannah Adbul-Rahman, Paralegal
Jill Callan, RN, Nurse Program Consultant
Quandra Horton, Advanced Practice Certification
Patricia Kennedy, PhD, RN, Director of Education

Item	Comment/Action
1. Meeting called to order at 9:13 AM	Sabita Persaud called the meeting to order. Roll call taken and quorum was announced. Guests were welcomed and asked to introduce themselves and agency they were representing.
2. Consent Agenda	A. Nurse Practitioner Programs The programs are listed below. (Quandra Horton) 1. Allen College, Waterloo, IA, Family, Post-Graduate Certificate and Master

2. Regis, College, Weston, Mas, Psychiatric Mental Health, Master

3. Texas Tech University Health Sciences Center, Lubbock, TX Family, Masters and Post

4. Uniformed Services University of the Health Science, Bethesda, MD, Psychiatric Mental Health, Doctor of Nursing Practice

B. Certificate Training Programs/Facilities (Cheyenne Redd and Jill Callan)

1. Request for Approval to Renew CNA-GNA Training Programs

a. Dorchester Technical High School

b. Knowledge First Institute

c. Goodwill Retirement Center

d. Montgomery County Public Schools, Allied Health

e. Center for Career and Technical Education

2. Request for Approval of CNA Training Program-Clinical Facility

Premier Healthcare Institute- Sligo Creek Nursing and Rehabilitation Center

C. Approval of Nursing Course Equivalent for CNA Training (Cheyenne Redd)

Trinity Washington University

D. CNA Advisory Committee Member Approval (Cheyenne Redd)

1. Allyson Stillwell, CNA (Independent Contractor Nursing Assistant designee)

2. Tasha Brown, RN (Home Care Registered Nurse designee)

E. Rehabilitation Committee Member Approval – Kimberly Street, LPN Designee

	<p>F. Site Visit Reports</p> <ol style="list-style-type: none"> 1. Prince Georges Community College (2016) 2. College of Southern Maryland (2016) 3. Baltimore City Community College (2016) 4. Washington Adventist University (2016)
3. Discussion to remove any items from the consent agenda	None
4. Education	<ol style="list-style-type: none"> a. Request for approval of expert consultant and review and request for approval of action plan submitted by Morgan State University b. Review and request for approval of action plan submitted by Prince Georges Community College c. Request for Board Consideration to obtain outside Consultation, Bowie State University
5. Practice	None
6. Licensure and Certification	None
7. Advanced Practice	None
8. Administrative and Legislative	<ol style="list-style-type: none"> a. Legislative Summary b. Work Group for CEU requirements, House Bill 253 - renewal of licenses.
9. Committee Reports	<ol style="list-style-type: none"> a. Direct-Entry Midwives applications <ol style="list-style-type: none"> 1. Elizabeth Reiner 2. Elizabeth O'Shea
Adjournment	The meeting adjourned at 9:40 am

MARYLAND BOARD OF NURSING GENERAL SESSION MINUTES

Location: Board of Nursing
4140 Patterson Avenue
Baltimore, MD 21215

Date: March 22, 2017

Board Members Present

Sabita Persaud, RN, PhD, Board President
Cheryl Dover, RN Member
Charles Neustadt, Consumer Member
Gregory Raymond, RN Member
Sheila Murphy, RN Member
Jocelyn Lyn-Kew, LPN Member
Lorna House, RN Member
Lois Rosedom-Boyd, Consumer Member
Gary Hicks, RN Member
Mary Wheaton, LPN Member

Staff Present

Richard Proctor, Interim Board Executive Director
Sarah Pendley, AAG, Board Counsel
Michael Conti, AAG, Board Counsel
Cheryl Cooper, Manager Associate
Brian Stallsmith, IT
Elaine Cone, Director of Complaints and Investigations
Keva Jackson-McCoy, Director of Discipline and Compliance
Shirley A. Devaris, Director of Legislation
Ann Tyminski, Administrator
Cheyenne Redd, RN, Director of Licensure and Certification
Dorothy Haynes, Director, Background Investigations
Jill Callan, RN, Nurse Program Consultant
Quandra Horton, Advanced Practice Certification
Patricia Kennedy, PhD, RN, Director of Education

Item	Comment/Action
1. Meeting called to order at 9:05 AM	Sabita Persaud called the meeting to order. Roll call taken and quorum was announced. Guests were welcomed and asked to introduce themselves and agency they were representing.
2. Consent Agenda	A. Approval of Nurse Practitioner Programs 1. University of Akron, Akron, OH, Adult-Gerontological, Post Masters

	<p>2. University of Iowa City, IA Family, Masters</p> <p>3. Wayne State University, Detroit, MI, Adult & Family Psychiatric Mental Health, Masters and Doctor of Nursing Practice</p> <p>B. Certified Nurse Aide Training Programs/Facilities</p> <p>1. Charlotte Hall Veteran’s Home Greenbelt Career Academy Bello Machre – DDA Facility- CNA program only</p> <p>2. Request for Approval of CNA Training Program-Clinical Facility Hagerstown Community College-Western Maryland Hospital Center</p> <p>C. CNA Course Equivalency</p> <p>Florida State University</p> <p>D. Request for Approval of Nurse Refresher Program-Faculty Hagerstown Community College-Susan K. Lyons, RN</p> <p>E. CNA Advisory Committee – Long Term Care Nursing Assistant Designation (Carmello David)</p>
<p>3. Discussion to remove any items from the consent agenda</p>	<p>None</p>
<p>4. Education</p>	<p>a. Wor-Wic Community College, Department of Nursing welcomed Kris Brown, BSN, RN as part-time clinical faculty</p> <p>b. Wor-Wic Community College, Department of Nursing welcomed Jeannette Elliott, BSN, RN as part-time clinical faculty</p> <p>c. Carroll Community College, Associate Degree Nursing Program granted NLN CNEA pre-accreditation status</p> <p>d. Request for approval of expert consultant submitted by Bowie S State University Department of Nursing</p>

5. Practice	None
6. Licensure and Certification	Request to Approve Blended Format (online and face to face) Nurse Refresher Course-Montgomery College
7. Advanced Practice	None
8. Administrative and Legislative	<p>a. Amended regulations for Nurse Licensure Compact – COMAR 10.27.22</p> <p>b. COMAR 10.27.07 – amendments for repeal of Insect Sting Program</p> <p>c. HB 1632 - Public Health – Certificates of Birth- Outside an Institution</p> <p>d. Summary of Sessions Bills</p>
9 . Committee Reports	None
10. Other	None
Adjournment	The meeting adjourned at 9:39 am

STATE OF MARYLAND



MARYLAND BOARD OF NURSING
4140 PATTERSON AVENUE
BALTIMORE, MARYLAND 21215-2254

(410) 585-1900 (410) 358-3530 FAX
(410) 585-1978 AUTOMATED VERIFICATION
1-888-202-9861 TOLL FREE

2A

MEMORANDUM

TO: Maryland Board of Nursing
RE: Approval of Nurse Practitioner Programs
DATE: April 26, 2017

1. California State University Long Beach, Long Beach, CA, Family, Masters and Post Masters
2. Davenport University, Grand Rapids, MI, Family, Masters
3. Keuka College, Keuka Park, NY, Adult Gerontology Primary Care, Masters and Post Masters
4. University of Connecticut, Storrs, CT, Neonatal, Masters

cc: File



MEMORANDUM

2.B1

FROM: Jill Callan, BSN, RN
Nurse Program Consultant I
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request for Approval to Renew CNA-GNA Training Programs

The following renewal applications have been reviewed and have satisfied all criteria as outlined in COMAR 10.39.02 for CNA/GNA Training Programs in the State of Maryland:

- a. Vision Allied Health
- b. Harford Community College



MEMORANDUM

2.B2

FROM: Jill Callan, BSN, RN
Nurse Program Consultant I
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request for Initial Approval to of a CNA-GNA Training Program

The following renewal applications have been reviewed and have satisfied all criteria as outlined in COMAR 10.39.02 for CNA/GNA Training Programs in the State of Maryland:

- a. Certified Home Nursing Solutions, LLC



MEMORANDUM

2.B3

FROM: Jill Callan, BSN, RN
Nurse Program Consultant I
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request to Amend March Memo for Greenbelt Career Academy

Greenbelt Career Academy should have read Greenbelt Career Institute and was an initial approval for a CNA training program and not a renewal.



MEMORANDUM

2.B4

FROM: Jill Callan, BSN, RN
Nurse Program Consultant I
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request to Allow Chesapeake Community College to Utilize Sites

Marci Leach, M.A., Director of Continuing Education & Workforce Training, Chesapeake Community College submitted an email requesting to partner with Kent County High School and Dorchester Career and Technology Center to offer training programs and test sites in the community. Kent County H.S. and Dorchester Career and Tech. are already Board approved CNA training programs. According to Ms. Leach, Chesapeake College covers 5 counties and this would allow residents in the neighboring communities less drive time to receive training.



MEMORANDUM

2.B.6.a

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request for Approval of CNA Training Program-Clinical Facility

The following clinical facility has been reviewed and have satisfied all requirements of COMAR 10.39.02 for CNA Training Programs-Clinical Facilities in the State of Maryland:

Howard Community College is requesting the use of Winter Growth for the clinical portion of their CNA training program. Winter Growth has two attached assisted living homes and an on-site adult medical daycare program. The two assisted living facilities have thirty-one residents and the adult medical daycare is licensed for seventy clients. This facility offers nursing services and assistance with activities of daily living.

Winer Growth employs Registered Nurses, Licensed Practical Nurses, Certified Medication Technicians and Certified Nursing Assistants. This facility has two registered nurses and one licensed practical nurse. This facility also has two certified medication technicians and seven certified nursing assistants.

Howard Community College will maintain the 1:8 instructor/student ratio for this clinical placement.



MEMORANDUM

2.B.6.b

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request for Approval of CNA Training Program-Clinical Facility

The following clinical facility has been reviewed and have satisfied all criteria as outlined in COMAR 10.39.02 for CNA Training Programs-Clinical Facilities in the State of Maryland:

U.S. Renal Care is requesting the use of USRC Ft. Washington for the clinical portion of their CNA-DT training program. USRC Ft. Washington is an in-center hemodialysis facility with thirteen stations. This site serves patients with either acute (AKI) or chronic (ESRD) kidney disease. The USRC Chevy Chase site, which was previously approved by the Board of Nursing, was closed on 2/1/17.

USRC Ft. Washington employs Registered Nurses and Patient Care Techs. This facility has one full time registered nurse and two patient care techs. The site is managed by a nurse manager.

U.S. Renal Care will maintain the 1:8 instructor/student ratio for this clinical placement.



MEMORANDUM

2.B.6.c

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request for Approval of CNA Training Program-Clinical Facility

The following clinical facility has been reviewed and have satisfied all requirements of COMAR 10.39.02 for CNA Training Programs-Clinical Facilities in the State of Maryland:

Cambridge Nursing Academy is requesting the use of NMS Healthcare of Annapolis for the clinical portion of their CNA/GNA training program. NMS Healthcare of Annapolis is a skilled nursing home with ninety-seven beds. This facility is a comprehensive care facility that offers pulmonary care, post-acute care, rehabilitation services, pain management, dialysis, IV therapy and complex wound care.

NMS Healthcare of Annapolis employs Registered Nurses, Geriatric Nursing Assistants and Certified Nursing Assistants. This facility has twelve registered nurses. This facility also has thirty-nine geriatric nursing assistants and six certified nursing assistants.

Cambridge Nursing Academy will maintain the 1:8 instructor/student ratio for this clinical placement.



MEMORANDUM

2.B.6.d

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request for Approval of CNA Training Program-Clinical Facility

The following clinical facility has been reviewed and have satisfied all requirements of COMAR 10.39.02 for CNA Training Programs-Clinical Facilities in the State of Maryland:

Certified Nursing Home Solutions is requesting the use of Oakwood Care Center for the clinical portion of their CNA/GNA training program. Oakwood Care Center is a skilled nursing home with one hundred and thirty beds. This facility offers physical therapy, transitional training, occupational therapy, wound care and long term care.

Oakwood Care Center employs Registered Nurses, Licensed Practical Nurses, Medicine Aides and Geriatric Nursing Assistants. This facility has six registered nurses and fourteen licensed practical nurses. This facility also has four certified medicine aides and twenty-six geriatric nursing assistants.

Certified Nursing Home Solutions will maintain the 1:8 instructor/student ratio for this clinical placement.



MEMORANDUM

2C.1

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Approval of Nursing Course Equivalent for CNA Training

University of Delaware is seeking approval of NURS 235 Health, Vulnerability, and Diversity (replacing NURS 232 Care of Vulnerable Populations), NURS 390 Clinical Work Experiences, NURS 411 Topics in Health Care and NURS 412 Topics in Health Care Delivery as course equivalents for CNA training. NURS 200 Clinical Decision Making, NURS 253 Health and Physical Assessment, and NURS 453 Clinical Applications Adult Health Nursing are currently approved courses and will remain a requirement for CNA course equivalency. NURS 411 and 412 would be accepted in lieu of NURS 453, in addition to NURS 235 and NUR 390. This portion of the Nursing Program meets the requirement that the Board has determined for a CNA Training Program. See Md. Health Occupations Code Ann. § 8-6A-05 and COMAR 10.39.02.05.07.

University of Delaware has a Traditional Undergraduate BSN program that is a clinical immersion program. Students gain clinical experiences in the senior year. Prior to senior year, in the didactic courses, the students are in field/observational experiences, simulations, and lab. The students must complete a work requirement after their sophomore year.

NURS 235 Health, Vulnerability, & Diversity is a three credit course with a three credits of theory/didactic instruction, zero credits of clinical instruction, and zero credits of lab instruction. Students are required to work in groups to visit a local cemetery following their End of Life lecture. Students also will complete two clinical simulations with selected problems to focus on. In the course, students will gain knowledge of the core content of health promotion and cultural diversity in nursing. Students have the opportunity to focus on the nursing care of vulnerable populations.

NURS 390 Clinical Work Experiences is a two credit course, with 160 hours of clinical work experience. This course offers students the opportunity to practice in a selected clinical setting. This course prepares students for their senior residency clinical immersion experiences.

NURS 411 Topics in Health Care is a three credit course hours dedicated to lecture, clinical and observational experience. This experience takes place in the British Virgin Islands where students discuss major issues identified in nursing and health care for that area. Students integrate scientific and theoretical knowledge into clinical practice. Patient safety and the application of a safe culture are emphasized and how they affect the care of a vulnerable population.

NURS 412 Topics in Health Care Delivery is a three credit course hours dedicated to lecture, clinical and observational experience. This experience also takes place in the British Virgin Islands. Students take part in seminars surrounding multicultural issues that affect health care, screenings and other preventative services. At the conclusion of this experience, the students will be able to identify health care needs of high risk populations and educational services to those needs.

NURS 200 Clinical Decision Making in Nursing Practice introduces the process of decision making in the role of a nurse. The nursing process is discussed and some basic clinical skills are explored. NURS 253 Health Assessment and Physical Examination familiarizes students to the clinical skills of physical examination and health assessment across the lifespan. History taking and physical assessments skills are further developed through field experiences and laboratory assignments. NURS 453 Clinical Applications: Adult Health Nursing I focuses on the clinical application of science and nursing theories of care for adult clients.

UNIVERSITY OF DELAWARE – SCHOOL OF NURSING
College of Health Sciences
 Course Syllabus

Title: NURS 200: Clinical Decision Making in Nursing Practice (Fall 2015)

Course description: Introduces and explores nurses' decision making processes including the nursing process. Builds upon basic clinical skills in psychomotor, cognitive, and affective components used by nurses, introduces concepts of aging and uses aging to exemplify aspects of the nursing process.

Credit hours: 2 credit hours, didactic lecture, with independent lab experiences.
 Fall Semester, Sophomore year.

Prerequisites: NURS 110 (or co-requisite) and E110

Faculty: Judith W. Herrman, PhD, RN, ANEF, FAAN
 375 McDowell Hall
 302-831-8380
jherrman@udel.edu

Class time and place: 5:00-6:40 Thursday; 007 Willard Hall

Office hours: Thursday, 3:00-4:45 or by appointment (email me!)

Teaching Assistants:

1. Siobhan Deasy sdeasy@udel.edu
2. Rebecca Dziak rdziak@udel.edu
3. Lauren Zabilowicz ldz@udel.edu

Textbooks:

Potter, PA, Perry, AG., Stockert, PA, & Hall, AM (2012). *Fundamentals of nursing*. St. Louis, MO: Elsevier.—purchased in a previous class.

Doenges, M.E., Moorhouse, M.F., & Geissler-Murr, A.C. (2013). *Nurses pocket guide: Diagnoses, interventions, & rationales*. 13th Edition (may use previous editions but please know they may be different). Philadelphia: FA Davis.—purchased for this class.

Perry, A.G., Potter, P.A. & Ostendorf, W. (2013). *Clinical nursing skills and techniques*. Philadelphia: Mosby.—purchased in a previous class.

Perry, A.G., Potter, P.A. & Ostendorf, W. (2013) *Skills performance checklists for Clinical nursing skills and techniques*. Philadelphia: Mosby. —purchased in a previous class.

Grading Scale (I will follow the grading scale EXACTLY):

A	93.34-100	C	73.34-76.66
A-	90-93.33	C-	70-73.33
B+	86.67-89.99	D+	66.67-69.99
B	83.34-86.66	D	63.34-66.66
B-	80-83.33	D-	60-63.33

C+ 76.67-79.99

F <60

Curriculum Outcomes and Course Objectives:

<p>1: Integrate knowledge from biological, social, behavioral, and nursing sciences in the practice of professional nursing.</p> <ol style="list-style-type: none"> 1. Identify the relationship between background knowledge and sciences in the decision making inherent in nursing practice. 2. Describe the aging process and the impact on health and wellness.
<p>2: Apply critical thinking processes to the practice of professional nursing.</p> <ol style="list-style-type: none"> 2. Define critical thinking and the components of the nursing process and apply to basic clinical and experiential scenarios, focusing in the older adult.
<p>3: Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.</p> <ol style="list-style-type: none"> 3. In lab and field experiences, provide nursing care which is safe, level appropriate, and competent.
<p>4: Integrate health education in to care of individuals, families, and communities.</p> <ol style="list-style-type: none"> 4. Apply the nursing process and clinical decision making principles to the teaching-learning process.
<p>5: Demonstrate cultural competence in provision of care to diverse populations.</p> <ol style="list-style-type: none"> 5. Discuss the impact of culture on clinical decision making.
<p>6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.</p> <ol style="list-style-type: none"> 6. Describe selected legal and ethical aspects impacting clinical decision making.
<p>7: Integrate professional role behaviors into nursing practice.</p> <ol style="list-style-type: none"> 7. List the criteria of professionalism and relate professional concepts to clinical decision making.
<p>8: Use verbal and written communication and technology effectively within health care environments.</p> <ol style="list-style-type: none"> 8. Identify the impact of communication on clinical decision making.

Academic Honesty:

The University of Delaware Academic Honesty Policy is in effect for this course. Academic dishonesty in any form, e.g., plagiarism, cheating on exams, etc., will not be tolerated. All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct (<http://www.udel.edu/stuguide/13-14/code.html>). Nursing faculty will strictly enforce the University policy on academic dishonesty. Falsification of any portion of any assignment will not be tolerated. Any student who violates this policy will receive appropriate disciplinary action. More information may be found at the UD website for the Office of Judicial Affairs, <http://www.udel.edu/judicialaffairs/ai.html>. Any questions related to this policy should be discussed with their office and/or nursing faculty.

From the University of Delaware Code of Conduct (<http://www.udel.edu/stuguide/14-15/code.html#honesty>):

Academic Misconduct

Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, **but is not limited to:**

- i. **The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;**
- ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
- iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;
- v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vii. **Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.**

Possession, distribution, photographing, or posting of any materials containing information about exam questions from NURS200 this semester or previous semesters is academic misconduct as defined in i. and vii. above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

Disability Support Services:

The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 325 Academy St., Suite 161, Perkins Student Center, email: dssoffice@udel.edu or call 302-831-4643.

Course Policies:

1. **Attendance:** Students are expected to attend all their scheduled classes and laboratories and not to be absent without adequate reason. Deficiency in any required work resulting from absence from class must be made up to the satisfaction of the instructor.
A student who is absent from a course without adequate reason may be assigned a failing grade. Students who are registered as Auditors are subject to the same attendance regulations as those registered for credit. Those Auditors who are reported for their excessive absence from class will receive a grade of LW in the course. In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend

class, as described in the policies on Holding Classes and Inclement Weather. Appearance and behavior in class must comply with University standards. Appearance should be neat and clean and in keeping with the School of Nursing's Manual on Undergraduate Academic Policies and Requirements. Students are referred the University of Delaware's Student Guide to Policies in regard to disruptive behavior and use of alcohol or other substances in class.

For full attendance policy, please visit the following website:

http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_471&AYEAR=2013-2014&DSPL=Published

2. **Exams:** All exams are required. The Scantron sheet answers are considered the students' final answers for the exam; students are encouraged to check final Scantron answers carefully. Exam study reviews with TA's PRIOR to the exam will be held and exam review sessions will be held following the exam (after the entire class has taken the exam) at a scheduled time. **Stipulations for make-up of missed exams: If a student will miss an exam due to illness or emergency, please must notify course Dr. Herrman via email before 4:00 PM. on that day. Failure to comply may result in a denial to make up the missed exam. The make-up exam may have short answer questions in addition to multiple choice questions.**
3. All students are accountable for information announced in class or posted on SAKAI.
4. **Course/Instructor Evaluations: via University computerized evaluation system.**
<http://www.udel.edu/udsis-students/courseevaluations.html>

METHODS OF STUDENT EVALUATION:

Midterm Exam	30%
Final Exam	30%
Unannounced Quizzes	12%
Nursing Process Assignment	28%
Completion of Mandatories	P/F
Simulated Lab Experiences	P/F

Students must pass all labs to pass NURS200. Failing the labs will result in failing NURS200 despite a passing grade on other components.

CLASS REQUIREMENTS:

1. **EXAMS:** Class exams will be multiple choice. Exam questions may come from class lectures and discussions, readings, and nursing process paper experience. Exams will have 60 questions in length and students will have 75 minutes to complete the exams. The midterm exam will include content from the first ½ of the semester; the final exam will be cumulative, with content from the entire semester. Exam breakdowns will be given in class. Students are encouraged to check Scantron forms carefully; they will be used as the final score for an exam.
2. **QUIZZES:** Unannounced quizzes will be held throughout the semester. Seven quizzes will be given with the lowest grade dropped (6 x 2% each). Quizzes will be based on class objectives, readings, and preparatory assignments. They are designed to encourage classroom attendance and preparation. Classroom assignments may be substituted for

quizzes. THERE IS NO MAKE UP FOR QUIZZES; ONE WILL BE DROPPED.
ATTENDANCE IN CLASS IS ENCOURAGED.

3. NURSING PROCESS PAPER:

- a. Each student will watch the video clip depicting an older adult client and use the subject matter of the standardized patient scenario to develop a plan of care for their Nursing Process Assignment. Web site for video will be announced and posted on SAKAI.
- b. Students will take notes using the 2015 Comprehensive Health History Form (This does not need to be handed in!).
- c. Students will be assigned a nursing diagnoses (problem label only) for the scenario.
- d. Students will write a diagnostic statement in the PES format and represent an accurate depiction of the client's problem.
- e. Students will use information in the scenario to analyze the data and develop a nursing care plan. Students need to extract the identifying characteristics (signs, symptoms, verbalizations, lab data, etc.) and analyze the data as instructed in class.
- f. The analysis should defend the diagnosis for that client. Please USE CLIENT'S INITIALS ONLY. The analysis validates that the problem, the identified etiologies, and the identifying characteristics (signs, symptoms, verbalizations, lab data, etc.) are appropriate. Use your resources to validate the client's problem and the pathophysiology. Only briefly mention the client's history—focus on the data that pertains to the problem statement. The analysis is your opportunity to demonstrate that you understand the nursing process and the “thinking” part of nursing.
- g. Because the scenarios are brief, students are asked to also identify those identifying characteristics a nurse may want to further assess, ask the client about, or investigate to get a comprehensive view of the patient.
- h. The analysis must include four resources and cite information using APA format. Two of the resources may be the class text and Doenges. Additional sources may be SCHOLARLY resources from the internet (NOT Wikipedia or other, non-scientific resources), journal articles, or text books from other classes.
- i. The plan of care (LTO/STO/Strategies) must be in format as discussed in class. Outcomes must be realistic, observable, measureable, and have target dates. Strategies must be individualized, specific, realistic, and demonstrate appropriate nursing interventions.
- j. Hard copy papers should be handed in to Dr. Herrman (Room 375 MDH) PRIOR to 3:00 PM on Friday, November 20. Any paper received after that time on 11/20 or after that date will be deducted 10% for each day. Staple only (no folders please!).
- k. Students are encouraged to do THEIR OWN work. Dr. Herrman will check papers carefully for copying, plagiarism, and lack of citation of materials and will enforce infractions according to University policy.
- l. The assignment is worth a total of 28 points.
- m. Format: A reference list should be included in APA format; citations should be in-text and in APA format; a title page and running headers should be included.

Grading Rubric:

- | | |
|---|--------------------------|
| 1. Diagnostic statement in PES format | 4 points |
| 2. Analysis narrative (about 2-3 pages/double-spaced/typed) | 13 points |
| 3. Additional information needed (signs, symptoms, lab data, verbalizations
(one page/double-spaced/typed) | 3 points |
| 4. Plan of care to include: | 8 points |
| • Long term outcome | |
| • Two short term outcomes | |
| • Three nursing interventions/strategies for each short term outcome | |
| 5. APA format/spelling/grammar/neatness up to 5 points may be deducted for this section | |
| | Total = 28 points |

- 4. COMPLETION OF MANDATORIES:** The mandatory requirements include:
- a) **Students must complete two on-line quizzes as part of the University Mandatories.** The instructions for accessing the Blood Borne Pathogens and Right to Know modules and quiz are on SAKAI. When you have completed the study modules, you will receive an email confirmation. **Please forward the confirmation of completion e-mail to Karen Holden, Staff Assistant, Clinical Coordinator, University of Delaware School of Nursing at krholden@udel.edu.** Students must complete this assignment by **10/29/2015** or will have 2 points subtracted from the final examination grade.
- b) HIPAA guidelines—every student must download from SAKAI, print, read, and sign the HIPAA guidelines. Please hand in during class on 12/10/2015. These **MUST** be handed in on 12/10 or students will have 2 points subtracted from the final examination grade.
- 5. LAB EXPERIENCES**—Students will attend two lab experiences. Students will attend a practice lab and then be tested out. Students must be checked off by the lab coordinator or the TA as completing this experience. Students will sign up for the lab via the online mechanism. Students must wear their uniforms in the lab.
- a. PEEPS (PATIENT, ENVIRONMENT, EQUIPMENT, POSTURE, SAFETY and ASSISTIVE DEVICES LABS (walker, cane, crutches)-** This lab will reinforce clinical decision making related to personal and patient safety principles as discussed in class.
- i. PREPARE FOR PRACTICE LAB** videos, and readings before the practice lab.
- 1. Skills book readings:** Chapter 9: Using safe and effective transfer techniques, wheelchair transfer, moving and positioning in bed; Chapter 10: Exercise and ambulation, assisting ambulation using a cane, crutches, and walker.

2. **Skills checklists:** PLEASE BRING WITH YOU TO EACH SESSION! Review: Skills 9.1, 10.3, and PEEPS competency check list (on SAKAI).
 3. **Videos:** watch the three PEEPS videos on SAKAI. You may also want to watch additional videos on EVOLVE.
 4. **Students who are unprepared for lab will be sent home and must reschedule. Students may be required to provide work hours in the lab to make up for the inconvenience. Dr. Herrman will be notified.**
 5. **Practice labs will include:** Gait belt transfer, lift transfer, and assistive devices i.e. cane walker
- ii. In the PEEPS/Assistive Devices skills lab, students work with the TA and Lab Instructor to learn and practice the skills required for demonstration. The students will participate in practice labs using the skills checklists as a guide for skills.
 - iii. Return demonstration/High Stakes Test-Out: See the PEEPS Competency Checklist for required behaviors. Students must pass this portion of the class to pass NURS200.
 - iv. Bring your skills checklist and the PEEPS Competency Checklist (printed from SAKAI) to each lab and test out. This will be where the TA/instructor places your documentation for the Pass/Fail status.

Demonstration and Practice labs: 9/15 11:30-4:30 &
9/18 12:30-3:30 (one hour labs)

High Stakes Test out: 9/21 12:30-3:30, 9/22 11-5, and
9/25 8:30-11:30 & 12:30-3:30 (one hour
labs)

You will need to prepare PRIOR to the practice labs by watching the three videos on SAKAI, doing the readings, reviewing the Skills Checklists, and reviewing the PEEPS Competency Checklist.

PLEASE NOTE: COMPLETION OF MANDATORIES and LAB EXPERIENCES are required. Students who do not complete these experiences will fail the course and not be able to progress to next semester.

Class	Date	Class Topic	Readings
1	9/3	Class orientation/review of syllabus and SAKAI documents/ Think like a Nurse: Autonomy, UD theoretical framework of Nursing, professionalism, and decision making <ul style="list-style-type: none"> • <i>Please bring the UD Conceptual Framework to class (pgs. 3-8 in UD SON UG Student Handbook—SEE SAKAI)</i> 	P & P Chapter 1 (pg. 1-2; 4-11), Chapter 4 (pg. 40-44)
2	9/10	Nursing decision making: Introduction to the Nursing Process/Assessment <ul style="list-style-type: none"> • Class practice on Assessment • <i>Bring to class: 2015 Comprehensive Nursing history Form to class and Doenges</i> 	P & P Chapter 15 (pgs. 192-198) and Chapter 16 (pgs. 206-217)
3	9/17	Nursing decision making: Nursing Diagnosis/Analysis <ul style="list-style-type: none"> • Class Practice on Data Processing/Nursing diagnosis • <i>Bring Doenges to Class Please!</i> 	P & P Chapter 17 (pgs. 222-233)
4	9/24	Nursing decision making: Planning and Implementation <p>Class Practice on developing a plan of care</p> <ul style="list-style-type: none"> • <i>Bring Doenges to Class Please!</i> 	P & P Chapter 18 (pgs. 236-249) and Chapter 19 (pgs. 253-262)
5	10/1	Nursing decision making: Evaluation, Documentation, and Reporting <ul style="list-style-type: none"> • Class Practice on Documentation • <i>Download and bring the Documentation Exercise forms to class (paper copy required!)</i> • <i>Bring Doenges to Class Please!</i> 	P & P Chapter 20 (pgs. 265-271) and Chapter 26 (pgs. 348-358)
6	10/8	Application of the Nursing Process: Video example for paper preparation (Bring 2015 Comprehensive Nursing History Form to class—there are no PowerPoints for today!)	
	10/15	No class—review session with TAs	
7	10/22	Midterm Exam	
8	10/29	Concepts of Aging Cognitive and psychosocial changes of aging (University Mandatory Quizzes DUE!!!)	P & P Chapter 14 (Pgs. 171-176; 178-182)
9	11/5	Physical and Functional Changes of Aging (1)	P & P Chapter 14 (Pgs. 176-178; 182-189)
	11/12	No Class: Work on your paper	
10	11/19	Physical and Functional Changes of Aging (2)	P & P Chapter 14 (Pgs. 176-178; 182-188)
		Nursing Process Paper Clinics—Come with Specific Questions: 11/18 1000-1200; 1300-1500 11/19 1300-1600 11/20 1000-1200; 1300-1500	
		<u>PAPERS DUE 1500 (3:00 PM) Friday, 11/20/2015</u>	
11	12/3	Legal and Ethical aspects of clinical decision making <i>Bring HIPAA paper signed to class</i> <i>Bring Legal and Ethical Case Studies to class!</i>	P & P Chapter 22 (pgs. 286-293) and Chapter 23 (pgs. 296-305)
12	12/10	The Nurse as Leader	P & P Chapter 21 (pgs. 274-283)
		FINAL EXAM DURING FINALS WEEK	

**University of Delaware – School of Nursing
College of Health Sciences**

NURS 235: Health, Vulnerability, & Diversity

Course Description: This course focuses on health promotion and cultural diversity in individuals, families, and communities across the lifespan. Special attention is paid to the nursing care of vulnerable populations. Diverse points of view regarding wellness will be explored through experiential learning. Self-care and personal growth of the nurse is emphasized.

Credit hours: 3

Pre-requisites: NURS110; Co-requisites: NURS200 - Nursing Majors only

Class Time & Location: Tuesday & Thursday, 8:00 – 9:15AM, Kirkbride 100

Multicultural Goals for this Course:

-  The content provides an opportunity for students to gain diversity self-awareness and perspective taking within the context of health promotion and cultural diversity in individuals, families, and communities across the lifespan.
-  The course content provides significant opportunity for students to gain a greater understanding of personal and social responsibility in caring for vulnerable populations.
-  The course content will provide a significant opportunity for students to use their understanding of cultural differences to inform their understanding of global systems within the context of community healthcare issues.

Faculty:

Amy N. Johnson, PhD, RNC-NIC-E
Professor, School of Nursing
Email: Ajohnson@udel.edu
Office: (302) 831-6732

Office Hours: Tuesdays 11:00-12:30 and by email appointment

Teaching Assistants:

Annie Garner	agarner@udel.edu
Katie Garber	kmgarber@udel.edu
Margaret Zwaan	mzwaan@udel.edu
Rory Smith	rorys@udel.edu

Program Outcomes and Course Objectives:

Outcome 1: Integrate knowledge from biological, social, behavioral, and nursing sciences in the practice of professional nursing.

Objective: Incorporate theories and principles of growth and development in assessing health promotion and vulnerability across the lifespan within a multicultural society.

Outcome 2: Apply critical thinking processes to the practice of professional nursing.

Objective: Identify health risk behaviors of culturally diverse and /or vulnerable individuals across the lifespan in the United States.

- Outcome 3:** Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.
- Objective:** Explore the variables associated with safety and injury prevention of individuals, family, and community across the lifespan.
- Outcome 4:** Integrate health education into the care of individuals, families, and communities.
- Objective:** Explore effective teaching strategies for addressing high-risk health behaviors that may result in poor health outcomes for vulnerable individuals, families, and communities across the lifespan.
- Outcome 5:** Demonstrate cultural competence in provision of care to diverse populations.
- Objective:** Identify the socio-cultural, sexual, environmental, and spiritual/religious influences on the health and wellness of culturally diverse individuals, family, and community across the lifespan.
- Outcome 6:** Demonstrate legal, ethical, and moral decisions related to professional nursing practice.
- Objective:** Explore legal, ethical, and moral decisions related to the nursing care of a culturally diverse and vulnerable population across the lifespan.
- Outcome 7:** Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.
- Objective:** Demonstrate professional role behaviors such as accountability, advocacy, and collaboration during classroom activities.
- Outcome 8:** Use verbal and written communication and technology effectively within healthcare environments.
- Objective:** Employ effective verbal and nonverbal communication skills with individuals, family, and community across the lifespan.
- Outcome 9:** Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.
- Outcome 10:** Collaborate with health care professionals and consumers to ensure effective and efficient care.
- Objective:** Identify supportive community resources to promote the health of individuals, families, and communities through development and presentation of a small group health promotion field experience in the community.
- Outcome 11:** Provide leadership to initiate change in communities, health systems, the profession and the political arena.
- Objective:** Identify leadership qualities and social justice through participation in health promotion presentation to the community.
- Outcome 12:** Apply research and other best evidence to improve nursing practice and health care delivery.
- Objective:** Discuss evidence based practice as it relates to health promotion in culturally diverse and vulnerable individuals, family, and community across the lifespan.

Required Resources:

Potter, P., Perry, A.G., Stockert, P.A., & Hall, A.M. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, Missouri: Elsevier. ISBN: 9780323232524.

Stanhope, M., & Lancaster, J. (2016). *Public health nursing: Population-centered health care in the community* (9th ed.) St. Louis, Missouri: Elsevier. ISBN: 9780323241731 (Save this book, it will be used again in NURS 382).

iClicker2 – register on the Sakai web link before the first class meeting – **bring to every class.**

Recommended Resources:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN: 9781433805615.

Sakai website references:

Healthy People 2020 online, <http://www.healthypeople.gov/>

American Public Health Association, <http://www.apha.org/>

U.S. Department of Health & Human Resources, <http://www.hhs.gov/>

Centers for Disease Control & Prevention, <http://www.cdc.gov/>

World Health Organization (WHO), <http://www.who.int/en/>

State of Delaware, <http://delaware.gov/>

Academic Honesty:

The University of Delaware Academic Honesty Policy is in effect for this course. Academic dishonesty in any form, e.g., plagiarism, cheating on exams, etc., will not be tolerated. All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct (<http://www.udel.edu/studentconduct/>). Nursing faculty will strictly enforce the University policy on academic dishonesty. Falsification of any portion of any assignment will not be tolerated. Any student who violates this policy will receive appropriate disciplinary action. More information may be found at the UD website for the Office of Judicial Affairs, <http://www.udel.edu/studentconduct/ai.html>. Any questions related to this policy should be discussed with their office and/or nursing faculty.

Academic Misconduct: From the University of Delaware Code of Conduct

(<http://www.udel.edu/stuguide/15-16/code.html>):

Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, **but is not limited to:**

- i. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;
- ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;

- iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;
- v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

NOTE: Possession, distribution, photographing, or posting of any materials containing information about exam questions from the current semester or previous semesters is academic misconduct as defined in i. and vii. above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

Disruptive behavior and use of alcohol or other illegal substances in class, laboratory field experiences, and/or clinical will not be tolerated.

a. Talking, texting, ringing/buzzing cell phones, communicating on Facebook, or other distractions disrupt both teacher and students. Students will be asked to turn off their laptops or leave the classroom, laboratory, field experience(s), and or clinical, if necessary. Students who feel that peer behaviors are disrupting class are encouraged to diplomatically approach their peer. If this option does not bring resolution to the problem, students should inform faculty of the situation.

b. Disruptive behavior and use of alcohol or other illegal substances in class, laboratory, field experiences, and/or clinical will not be tolerated. The University policies related to use of alcohol and illegal substances will be strictly enforced by course faculty. See <http://www.udel.edu/stuguide/15-16/index.html>.

Disability Support Services:

The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 240 Academy St., Suite 130 Alison Hall (<http://www.udel.edu/DSS/>). You can contact them via email at dssoffice@udel.edu or call 302-831-4643.

Course Policies – READ CAREFULLY:

1. Appearance and behavior in class, lab, & community must comply with University standards. **Use of cell phones and Facebook ARE NOT professional behaviors during classes, labs, or in clinical. Students will lose up to 5-points on the final grade if these behaviors are noted during the semester. Please leave your laptop at home and shut off the ring on your cell phone and put it away. In addition, use of your cell phone for ANY reason during class will result in the loss of 3 points on the next exam.**
2. Course requirements are mandatory. It is expected that students complete all assigned Sakai discussions, lab experiences, assignments, disaster drill, and readings as outlined to pass this course.

3. Students are accountable for all information announced in class or posted on the NURS235 Sakai course pages.
4. All assignments are required for successful completion of this course and are due **Tuesdays at 8:00am. Late assignments will be penalized 10% for every day late.**
5. All exams & assignments are required for successful completion of this course.
6. If a student misses an exam due to illness or emergency, the student must call Amy Johnson at 831-6732 BEFORE the exam begins to arrange for a make-up which will be scheduled within the week. **Failure to do so will result in a zero for that test.**
7. The faculty reserves the right to make an alternative form of makeup exams.
8. Undergraduate and accelerated students must earn a 70% or higher in this nursing course to progress in the nursing sequence.
9. All written assignments, including citations and references, must adhere to APA format.
- 10. Students are expected to use refereed journal articles less than 5 years old as primary sources in all discussion and written assignments. Web citations are not acceptable.**
11. Evaluation and grade policies are contained in this syllabus and are available from Amy Johnson.
12. Students having any questions about grades must raise questions within two (2) weeks of the grade posting to Sakai. No grades will be considered after this time.

Attendance:

Students are expected to attend all their scheduled classes and laboratories and not to be absent without adequate reason. Deficiency in any required work resulting from absence from class must be made up to the satisfaction of the instructor. **Attendance using the iClicker will be taken at every class meeting.**

A student who is absent from a course without adequate reason may be assigned a failing grade. Students who are registered as Auditors are subject to the same attendance regulations as those registered for credit. Auditors who are reported for their excessive absence from class will receive a grade of LW in the course. In case of inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class, as described in the policies on Holding Classes and Inclement Weather.

Conflicts in attending class which are related to religious or University affiliated activities must be communicated in writing by 09/15/16.

For full attendance policy, please visit the following website:

http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=ROOT&ACYEAR=2015-2016&DSPL=Published

Exams: To complete NURS235 successfully, the student must have a mean (average) of 70% or above on the two exams and the final **and** an average of 70% or above for the total course work (quiz grades, lab assignments and all written assignments including Sakai discussions).

A student with a total class average above 70% but an average of 69% on the two exams and final will fail this course and not progress.

Quizzes: There will be a planned quiz on lecture content given at the start or later of **all** class meetings on iClickers during the semester. All questions will come from the lectures for that particular week. There are two components to the grade:

1. 4 points are credited for signing in & completing the quiz on **your registered iClicker (be sure to register on Sakai before the 1st class!)**. You will have a 4-point penalty without your clicker.
2. 6 points can be earned by completing the assigned readings BEFORE class & reading hints on your Sakai website. Each question is worth 2 points.

What happens if you miss a quiz? Your **two** lowest quiz grades will be dropped at the end of the semester. Missed quizzes cannot be made up. All absences will result in a zero for the missed quiz, regardless of excuse. If a student suffers a catastrophic event in their life, they must provide a written explanation with documentation within one week of the quiz and submit it to Amy Johnson. The faculty may consider select legitimate reasons such as death in the immediate family.

Exam behavior – Students will be asked to sit in assigned seating per course instructor. All items, except pencils, must be placed in the front of the classroom. Students will not be permitted to return to the exam room once they leave for any reason. **No hats** may be worn during exams.

Exam grades are based on the completed (bubbled in) scantron answer forms. Answers circled on the typed hard copy exam are not scored. Be sure that you have bubbled/marked your selection for each item on the scantron. **No questions** about content will be answered during exams except in the case of a typo. **Exam grades will be posted in Sakai within one week of taking the exam.**

PLUS/MINUS GRADING SCALE

A	93.34 – 100
A-	90.00 – 93.33
B+	86.67 – 89.99
B	83.34 – 86.66
B-	80.00 – 83.33
C+	76.67 – 79.99
C	73.34 – 76.66
C-	70.00 – 73.33

D+	66.67 – 69.99
D	63.34 – 66.66
D-	60.00 – 63.33
F	< 60.00

COURSE FAILURE

Evaluation Methods:

Student evaluation:

Quiz grades	15%
Sakai assignments & presentation	10%
Hourly I	25%
Hourly II	25%
Final Exam	25%
TOTAL	100%

Students with a total class average of 93% or better **AND** an average of 93% or above on the two exams will be exempt from the final exam. Students who qualify for exemption will be notified by Amy Johnson.

Course/Instructor Evaluations:

via University computerized evaluation system. Link on Sakai website or <http://www.udel.edu/udsis-students/courseevaluations.html>

Explanation of Assignments: Assignments are designed to help the student better grasp the core content of health promotion and cultural diversity in nursing. There are required written course assignments, clinical simulation assignments, Sakai discussion forums, field experiences, and participation in the disaster drill. All assignments must be completed satisfactorily to pass this course.

Unless otherwise stated, assignments are graded to earn 3-points total credit [submitted timely (1pt), complete (1pt), and of sophomore level quality (1pt)] or no credit. Satisfactory completion of all assignments (written work, quizzes, simulations, and Sakai postings) is required to successfully complete the course.

Students who submit late or incomplete assignments, miss quizzes, have more than two class absences, or receive a zero on any assignment, may reflect a lower final grade by 0.5 point for every late or incomplete assignment.

Assignments:

1. **Diversity experiences on campus or video:** Working with the [Nursing Workforce Diversity](#) office, there will be opportunities to attend or view distinguished guest lectures on topics of cultural competency.
 - a. Dr. LeRoi Hicks is a video lecture from the spring 2016 series at STAR has been imbedded in this course as an assigned lecture. Quiz questions in class may be asked following the assignment.
 - b. To Be Announced
 - i. Each of these experiences add to the content of this course; attending the live presentation and completing a short Sakai assignment can add up to 0.5pts to a student's lowest quiz score.
 - ii. Fulfills course objectives 1, 2, 3, 4, 5, 6, 7, and 8.
2. **Cemetery field experience:** Students will be working in their community groups of not more than 10 to visit an assigned local cemetery following the End of Life lecture. The purpose of this experience is for students to find family and community information in area burial grounds that may be historic, religious, cultural, and/or familial to gain a broader understanding of the end of life. There will be an individual paper assignment on Sakai (**6 points**) plus a class presentation of findings. **3-points**. Fulfills course objectives 2,5,8, 10,11.
3. **Honors Experience: Health promotion project:** Honors students will work in pairs on this graded assignment to attend an assigned field experience and complete a guided interview of an older person on site. This interview will be submitted as an individual written Sakai assignment with
 - *Completed interview paper* 3-points
 - *Identified 2-3 nursing diagnoses* 1-point
 - *Current journal references (3 nursing)* 3-points
 - *In class presentation on vulnerabilities* 2-pointsFulfills course objectives 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, and 12.

4. **Clinical simulation experiences:** Students will complete two clinical simulations with selected problems in the Simulation lab and one classroom demonstration. **P/F grading assigned in lab; completed class LEARN evaluations submitted at the end of class on October 6, 2016 can earn up to 3-points.** Fulfills course objectives 1, 2, 3, 5, and 6.
5. **Disaster drill:** Students will participate in the scheduled disaster drill conducted on campus. **P/F grading assigned in lab. Sakai discussion post with reference can earn up to 3-points.** Fulfills course objectives 1, 2, 3, 5, 6, 10, and 11.

NURS235 Course Outline

Date	Topic	Readings & assignments
Aug 30 th	Course introduction with expectations Personal perspectives on health, wellness	Stanhope p. 1-21; Potter p. 65-78; Bring iClicker!
Sept 1 st	Community-based nursing <ul style="list-style-type: none"> • Key components • Nursing competencies • Vulnerable population 	Stanhope p. 714-730; Potter p.31-39; Bring iClicker!
Sept 6 th	Health promotion & disease prevention <ul style="list-style-type: none"> • Healthy People • World Health (WHO) • Center for Disease Control 	Stanhope p. 286-341; 529-544; Potter p.398-404; Bring iClicker!
Sept 8 th	Global health issues <ul style="list-style-type: none"> • Geographic disparities • Environmental health • Disasters & threats • Nurses global view 	Stanhope p. 61-92; 217-241; 503-528; Bring iClicker!
Sept 13 th	Families in communities <ul style="list-style-type: none"> • Function & health • Family needs assessment 	Stanhope p. 594-643; Potter p.116-129; Bring iClicker!
Sept 15 th	Cultural care considerations <ul style="list-style-type: none"> • Impact of culture on health & wellness • Exploring your culture 	Stanhope p. 139-166; Potter p.101-115; Bring iClicker!
Sept 20 th	Culture of poverty <ul style="list-style-type: none"> • Social values • Homeless communities 	Stanhope p. 731-765; 803-824; Bring iClicker!
Sept 22 nd	Physical illness & disabilities as vulnerabilities	Stanhope p. 694-713; Bring iClicker!
Sept 27 th	Spirituality v. religion <ul style="list-style-type: none"> • beliefs & practices • Risk for spiritual distress 	Stanhope p. 970-992; Potter p.691-707; Bring iClicker!
Sept 29 th	Teaching & learning across the lifespan <ul style="list-style-type: none"> • Health promotion considerations 	Stanhope p. 355-394; 441-454; Bring iClicker!
Oct 4th		Hourly I

Oct 6 th	<p>View Sakai lecture before class today: Guest speaker: Amy Cowperthwait Simulation:</p> <ul style="list-style-type: none"> • Guided 1st experience • LEARN evaluation 	<p>Read LEARN model before class; Complete online lecture on Sakai; Bring a blank paper copy of the LEARN evaluation to be completed and submitted in class today! Please ask questions!</p>
Oct 11 th	<p>Online: No class meeting End of life issues & vulnerabilities</p> <ul style="list-style-type: none"> • Hospice care • Nursing & grief <p>Burials & cemeteries</p>	<p>Stanhope p. 885-913; Potter p.708-730</p> <p>Cemetery Fieldwork Assignment Attend cemetery with your community group; Submit your individual paper on Sakai; Prepare to present findings as a community group</p>
Oct 13 th	<p>Sexuality across the lifespan</p> <ul style="list-style-type: none"> • Gender issues • Sexual orientation 	<p>Potter p.674-690; Bring iClicker! NOTE: Complete cemetery field experience! Exam review appointments 11am-3pm today!</p>
Oct 18 th	<p>Online: No class meeting Mental health illness in communities</p> <ul style="list-style-type: none"> • Stigma of mental illness • Risk factors 	<p>Stanhope p. 782-802;</p>
Oct 20 th	<p>Online: No class meeting Integrative medicine</p> <ul style="list-style-type: none"> • Evolution of CAM • Holistic model of care • Human caring & healing 	<p>Potter p.643-657;</p>
Oct 25 th	<p>Family health promotion across the lifespan: assessments & interventions</p> <ul style="list-style-type: none"> • Stress & coping • Caregiver role strain • Sleep • Family violence 	<p>Stanhope p. 1046-1047; Potter p.731-745; 939-961; Bring iClicker!</p>
Oct 27 th	<p>Maternal-infant issues & vulnerabilities</p> <ul style="list-style-type: none"> • Preconception health • First year vulnerabilities 	<p>Potter p.139-146; 157-163; Bring iClicker!</p>
Nov 1 st	<p>Children & adolescent issues & vulnerabilities</p> <ul style="list-style-type: none"> • Immunizations • Accidents & injuries • Teen risk behaviors & decision making 	<p>Stanhope p. 644-669; 766-781; Potter p.146-156; Bring iClicker!</p>

Nov 3 rd	<p>Adult issues & vulnerabilities</p> <ul style="list-style-type: none"> • Women & heart disease • Disabilities & health 	<p>Stanhope p. 670-693; Potter p.163-170; Bring iClicker!</p>
Nov 8 th	Election Day – No Classes	Final day to complete cemetery visit as a community!
Nov 10 th	<p>Older adult issues & vulnerabilities</p> <ul style="list-style-type: none"> • Economic problems • Independent living • Safety concerns • Wellness & the aging process 	<p>Stanhope p. 94-120; Potter p.171-191; Bring iClicker!</p>
Nov 15th		Hourly II
Nov 17 th	<p>Please watch Dr. Hicks lecture on Sakai before attending class today!</p> <p>Honors Student Presentations</p>	<p>Be prepared to answer questions without the support of your community on the assigned lecture of Dr. Hicks; Bring iClicker! Exam review appointments 11am-3pm today!</p>
Nov 22 nd	Thanksgiving Break – No Classes	
Nov 24 th	Happy Thanksgiving!	
Nov 29 th	<p>Trends in healthcare & nursing</p> <ul style="list-style-type: none"> • Advocacy & social justice • Civic responsibilities • Ethics in community • Challenges ahead 	<p>Sakai Cemetery assignment due at 8am! Stanhope p. 121-138; Bring iClicker!</p>
Dec 1 st	No class meeting	Diversity assignment: Complete the Sakai assignment on the presentation. Due at 8:00am today!
Dec 6 th	Community presentations	Honors Sakai interview assignment due at 8am! Bring iClicker!
Dec 8 th	Community presentations	Bring iClicker!
TBA	FINAL EXAM	Please complete online course/faculty evaluation

**University of Delaware -School of Nursing
College of Health Sciences
NURS 253 Spring 2016 -Syllabus**

Title: Health Assessment and Physical Examination — NURS 253

Course Description:

Introduces and develops the clinical skills of physical examination and health assessment across the lifespan. Laboratory assignments and field experiences develop history taking and physical assessment skills with developmental and cultural implications included.

Credit hours: 3 credits: 2 credits of lecture and 1 credit of lab

Pre-requisites: NURS110, NURS200, PSYC100. **COREQ:** BISC276, BISC300

Enrollment: Open to traditional nursing majors only

Course Faculty:

Ingrid Pretzer-Aboff, PhD, RN	iaboff@udel.edu
Donna Szewczyk, CRNP, MSN	szewczyk@udel.edu
Sandra Elliott, CNM, MSN	selliott@udel.edu
Jen Saylor, PhD, RN, ACNS-BC	jsaylor@udel.edu

Office Hours: By appointment.

Faculty and Teaching Assistants:

Ingrid Pretzer-Aboff	Alyssa Schultz Haley Meadows Kelly Chen Allison Petrucci	aschultz@udel.edu hdmeads@udel.edu kchen@udel.edu allisonp@udel.edu
Donna Szewczyk	Amanda Gloniger Shannon Harkins Megan Carney Leslie Hirshberg	aglon@udel.edu sharkins@udel.edu mecarney@udel.edu leslieh@udel.edu
Sandra Elliott	Mario Carranza Jerelene Thorpe Erica Sanchez Grace Hluchy	mcarran@udel.edu jthorpe@udel.edu esanchez@udel.edu ghluchy@udel.edu
Jen Saylor	TBA	

Program Outcomes and Course Objectives:

Outcome 1. Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.

Course Objective 1. Apply knowledge of the basic sciences and human anatomy and physiology to basic health assessment skills.

Outcome 2. Apply critical thinking processes to the practice of professional nursing.

Course Objective 2. Apply critical thinking processes in the understanding of the methods and findings of history-taking and physical examination.

Outcome 3. Provide safe, competent, and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

Course Objective 3. Provide safe, competent and appropriate care while assessing the health of individuals.

Outcome 4. Integrate health education into the care of individuals, families, and communities.

Course Objective 4. Identify specific opportunities to provide information to clients and their families related to their health histories and examination findings.

Outcome 5. Demonstrate cultural competence in the provision of care to diverse populations.

Course Objective 5. Discuss cultural considerations and implications related to health assessment.

Outcome 6. Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

Course Objective 6. Integrate professional role behaviors during health assessment activities.

Outcome 7. Use verbal and written communication and technology effectively within healthcare environments.

Course Objective 7. Communicate health assessment outcome data.

Outcome 8. Collaborate with health care professionals and consumers to ensure effective and efficient care.

Course Objective 8. Discuss the collaborative role of the nurse, other health care professionals, and consumers related to health assessment.

Outcome 9. Apply research and other best evidence to improve nursing practice and health care delivery.

Course Objective 9. Examine available research that may have implications for the process and/or findings of health assessment.

Resources:

Required Textbook -

Jarvis, C. (2016) *Physical Examination and Health Assessment* (7th ed.) St. Louis: Elsevier Inc.

The information in the textbook will be used throughout the nursing program. Keeping this book will serve as an excellent reference book for your senior clinical courses and beyond.

Other Resources -

- Video lectures that are streamlined onto the Sakai site.
- PowerPoint lecture slides
- Online resources that accompany textbook

Academic Honesty:

The University of Delaware Academic Honesty Policy is in effect for this course. Academic dishonesty in any form, e.g., plagiarism, cheating on exams, etc., will not be tolerated. All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct (<http://www.udel.edu/studentconduct/>). Nursing faculty will strictly enforce the University policy on academic dishonesty. Falsification of any portion of any assignment will not be tolerated. Any student who violates this policy will receive appropriate disciplinary action. More information may be found at the UD website for the Office of Student Conduct, <http://www.udel.edu/studentconduct/ai.html>. Any questions related to this policy should be discussed with their office and/or nursing faculty.

Academic Misconduct

From the University of Delaware Code of Conduct (<http://www.udel.edu/stuguide/15-16/code.html>):

Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, **but is not limited to:**

The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;

- i. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
- ii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iii. Continuing to work on an academic exercise after the specified allotted time has elapsed;

- iv. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- v. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vi. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

Possession, distribution, photographing, or posting of any materials containing information about exam questions from NURS253 this semester or previous semesters is academic misconduct as defined in i. and vii above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

Disruptive behavior and use of alcohol or other illegal substances in class, laboratory field experiences, and/or clinical will not be tolerated.

a. Talking, texting, ringing/buzzing cell phones, communicating on Facebook, or other distractions disrupt both teacher and students. Students will be asked to turn off their laptops or leave the classroom, laboratory, field experience(s), and or clinical, if necessary. Students who feel that peer behaviors are disrupting class are encouraged to diplomatically approach their peer. If this option does not bring resolution to the problem, students should inform faculty of the situation.

b. Disruptive behavior and use of alcohol or other illegal substances in class, laboratory, field experiences, and/or clinical will not be tolerated. The University policies related to use of alcohol and illegal substances will be strictly enforced by course faculty.

See <http://www.udel.edu/stuguide/15-16/index.html>

Disability Support Services:

The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 240 Academy St., Suite 130 Alison Hall (<http://www.udel.edu/DSS/>). You can contact them via email at dssoffice@udel.edu or call 302-831-4643.

Course Policies:

Attendance:

Students are expected to attend all their scheduled classes and laboratories and not to be absent without adequate reason. Deficiency in any required work resulting from absence from class must be made up to the satisfaction of the instructor.

A student who is absent from a course without adequate reason may be assigned a failing grade. Students who are registered as Auditors are subject to the same attendance regulations as those registered for credit. Those Auditors who are reported for their excessive absence from class will receive a grade of LW in the course. In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class, as described in the policies on Holding Classes and Inclement Weather.

For full attendance policy, please visit the following website:

http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=ROOT&ACYEAR=2015-2016&DSPL=Published

Introduction to the course:

This course is taught in a “flipped course” style. This format allows for consistent lectures across all sections AND allows professors to work directly with students in smaller lab classes each week as they learn assessment techniques. The lectures have been taped. It is the responsibility of the student to view the lectures and read the chapters **prior** to attending each of the lab classes.

Each lab class will have less than 18 students. The lab instructor will be there to guide practice, reinforce content in video lectures, answer questions, and evaluate student’s assessment skills.

Ingrid Pretzer-Aboff and Donna Szewczyk who coordinate this course are available for guidance, questions, and assistance with any aspect of this course. Please feel free to contact us.

Course Requirements:

1. Check your UD e-mail and NURS253 Sakai homepage for announcements regularly.
2. Didactic:
 - Attending the first day of class (orientation) and all test sessions detailed on the course schedule below is MANDATORY.
 - Viewing videos and reading the corresponding chapter each week prior to your lab class is MANDATORY.
3. Lab Class:
 - Attending **your** lab class each week is MANDATORY.
 - You will work with a partner as you practice assessment skills.
 - Bring the course textbook, dual-head stethoscope, and wear the UD name tag in lab each week.
 - Bring a copy of test-out forms each week, & handouts for weeks 2, 3, 4, 8, & 9 to lab.
 - Wear clothing conducive to having a physical exam in the patient role. For final test-out wear scrubs for the nurse role and bring clothing conducive to a physical exam for the patient role (e.g. tank top and shorts).

Study Tips/Learning Resources:

An advantage of the flipped course style is that you can schedule your video viewing and readings at a time in the week that works for you. It is most helpful to stick to a scheduled time in your week to review the videos and readings. A mistake students sometimes make is to put this off until the days before a test. This would not be beneficial or conducive to learning this very important material. The exams are largely based on the content in the Jarvis text. If you need assistance in organizing your studies or have any concerns please contact us.

Grading Policy:

The following criteria will be used to determine course grades:

Weekly lab test-outs: Students must satisfactorily pass the “Weekly test-out of practicum” in order to obtain a passing grade in the course. If a student fails a test-out, only one repeat is permitted; a second failure in the same test-out will result in failure of the course.

Comprehensive health assessment test-out: Students are required to pass the comprehensive health assessment test-out demonstration with a 70% grade. If a grade is less than 70%, only one additional test-out is permitted; 2 failures in the comprehensive test-out demonstration will result in failure of the course.

Grading Scale:

100 – 93.34 = A	79.99 – 76.67 = C+	63.33 – 60.00 = D-
93.33 – 90.00 = A-	76.66 – 73.34 = C	<60----- = F
89.99 – 86.67 = B+	73.33 – 70.00 = C-	
86.66 – 83.34 = B	69.99 – 66.67 = D+	
83.33 – 80.00 = B-	66.66 – 63.34 = D	

Course Assignments & Evaluation Methods:	Due Dates	% course grade
ATTENDANCE / WEEKLY ROS / PREPARATION		
Attendance and lab preparation:	weekly	5%
Weekly Review of Systems (ROS) write-up Write up starting with General Survey, V/S, pain and ending with neurological assessment. See below for point value for each week. See Sakai for sample documentation and directions.	weekly for weeks 4-10	5%
LAB TEST - OUTS		
Weekly test-out of techniques a) In lab test-out of techniques learned the previous week, see course schedule. b) See Sakai for the Weekly test-out guidelines. *** See above grading policy.	weekly for weeks 4-11	P/F
Comprehensive test-out a) A final test-out will include demonstration and verbalization of head to toe assessment on lab partner. See Sakai video for demonstration of exam! *** See above grading policy.	Starting week 12, till end of semester.	10%

EXAMS		
Exam #1 Multiple choice questions paper/pencil test, covering material from classes <u>1 → 5.</u> [Monday 5:30-7:30 pm, room TBA]	Monday 3/14/16 (all students)	25%
Exam #2 Multiple choice questions paper/pencil test, covering material from classes <u>6 → 9.</u> [Monday 5:30-7:30 pm, room TBA]	Monday 4/18/16 (all students)	25%
Exam #3 (Comprehensive exam) Multiple choice questions paper/pencil test, covering material from weeks <u>1→11.</u> [Monday 5:30-7:30 pm, room TBA]	Monday 5/2/16 (All students)	25%
FIELD EXPERIENCE - paper		
Required Field Experience: a) For this paper you will obtain a health history from an adult > age 45 years. b) See instructions on Sakai website under resources. c) Lab instructors will indicate email or hardcopy submission.	Friday 5/1/14	5%

Review of Systems and Physical Exam Documentation/Grading
(Due the week after you practice the content in lab.)

Content	Points
General Survey, Measurement, Vital Signs, and Pain Assessment	.5
Skin, Hair, Nails, Head, Face, and Neck	.5
Eyes, Ears, Nose, Mouth, and Throat	.5
Breast, Thorax, and Lungs	1
Heart, and Peripheral Vascular System	1
Abdomen, and Musculoskeletal System	1
Neurologic System	.5

NURS 253 Course Schedule

Week	Class Number	Topic	Videos & Textbook Chapters	Lab Activities
week1 2/8-9 class	1	Orientation to the Course – Room 114 McDowell Hall Evidence Based Assessment Cultural Competence Complete Health History	Chapter 1 Chapter 2 Chapter 4	No lab this first week!!!

week2 2/15- 2/19 lab only	2	Mental Status Assessment Substance Abuse Domestic & Family Violence	Chapter 5 Chapter 6 Chapter 7	Orientation to the lab Mental status assessment Substance abuse screening Domestic violence screening
week3 2/22- 2/26 lab only	3	Assessment Techniques General Survey & Vital Signs Pain Assessment	Chapter 8 Chapter 9 Chapter 10	Assessment techniques General survey, measurement, vital signs, Pain assessment
week4 2/29- 3/4 lab only	4	Skin, Hair, Nails Head and Neck	Chapter 12 Chapter 13	New assessment techniques: Demonstration and practice. Test-out of previous week skills
week5 3/7- 3/11 lab only	5	Eyes Ears Nose, Mouth, and Throat	Chapter 14 Chapter 15 Chapter 16	New assessment techniques: Demonstration and practice. Test-out of previous week skills
week6 3/14 class	1-5	Exam 1- 5:30 pm – 7:30 pm in Room TBA	<u>All</u> students take Exam 1 on Monday	
week6 3/14- 3/18 lab	6	Breast Thorax and Lungs	Chapter 17 Chapter 18	New assessment techniques: Demonstration and practice. Test-out of previous week skills
week7 3/21- 22 class	Exam 1 – Silent Review in Room 114 McDowell Hall (starts at 5:30 PM)		Sections NURS253-010, 080 Monday 3/21 Section NURS253-011 Tuesday 3/22	
week7 3/21- 3/25 lab	7	Heart Peripheral Vascular System	Chapter 19 Chapter 20	New assessment techniques: Demonstration and practice. Test-out of previous week skills
3/28- 4/1	8	UD Spring Break		
week9 4/4-4/8 lab only	9	Abdomen Musculoskeletal System	Chapter 21 Chapter 22	New assessment techniques: Demonstration and practice. Test-out of previous week skills
wk10 4/11- 4/15 lab only	10	Neurological System	Chapter 23	New assessment techniques: Demonstration and practice. Test-out of previous week skills
week 11 4/18 class	6-10	Exam 2- 5:30 pm – 7:30 pm in Room TBA	<u>All</u> students take Exam 2 on Monday	
wk11 4/18- 4/22	11	Male Genitourinary Anus, Rectum & Prostate Female Genitourinary	Chapter 24 Chapter 25 Chapter 26	Neuro test-out GU test-out

lab		Complete Health Assessment Bedside Assessment of the Hospitalized Patient Assessment of Older Adults	Chapter 27 Chapter 29 Chapter 31	Preparation for final test-out
week 12 4/25-26 class	12	Exam 2 – Silent Review in Room 114 McDowell Hall (Starts at 5:30 – 7:30 PM)	Sections NURS253-010, 080 Monday 4/25 Section NURS253-011 Tuesday 4/26	
wk12 4/25-4/29 lab	12	To be scheduled with lab faculty		Comprehensive test-out (View video of “Complete Head To Toe Assessment”)
wk12 5/2	-	Field Experience DUE per your lab faculty		
wk13 5/2	1-11	Exam 3 - 5:30 pm – 7:30 pm in Room TBA	<u>All</u> students take Exam 3 on Monday **COMPREHENSIVE EXAM**	
wk13 5/2-5/6 lab	13	To be scheduled with lab faculty		Comprehensive test-out
wk14 5/9-5/13 only	14	To be scheduled with lab faculty		Comprehensive test-out

Course/Instructor Evaluations: via University computerized evaluation system.
<http://www.udel.edu/udsis-students/courseevaluations.html>

UD Nursing DIDACTIC Course Syllabus Format JAN 2016
Revised: 1/16/16 IPA/DS

**University of Delaware- School of Nursing
College of Health Sciences**

**NURS 390: Clinical Work Experiences Syllabus
Fall/2015 and Spring/2016**

Course Description:

NURS 390 is designed to give students the opportunity to practice in selected clinical settings in preparation for the senior residency clinical immersion experiences.

Credit Hours: 2 (One semester credit = 80 hours of clinical work experience/Two semester credits = 160hrs)

Course registration options:

Option A: 1 credit (fall semester) and 1 credit (spring semester)

Option B: 2 credits (fall semester) and 0 credit (spring semester)

Option C: 0 credits (fall semester) and 2 credits (spring semester)

Pre-requisites:

Student must have successfully completed all level 200 required Nursing courses

Enrollment:

Nursing majors only

Faculty:

Wayne Voelmeck, PhD, RN

voelmeck@udel.edu

Office 329

Phone: 302-831-8365

Teaching Assistants:

Kathryn Palena

kpalena@udel.edu

Arthur Currier

acurrier@udel.edu

Office Hours: By appointment

Clinical Location: Established individually by contract

Clinical Dates/Times: Established individually by contract

Program Outcomes and Course Objectives:

Outcome 1: Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.

Course Objective 1: Evaluate the impact illness or hospitalization on your patients by integrating your acquired knowledge from the biological, social, behavioral, and nursing sciences.

Outcome 2: Apply critical thinking processes to the practice of professional nursing.

Course Objective 2: Demonstrate critical thinking in the care of assigned clients.

Outcome 3: Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

Course Objective 3: Practice selected psychomotor, organizational, assessment, and/or analysis skills applicable to the setting

Outcome 4: Integrate health education in to care of individuals, families, and communities.

Course Objective 4: Integrate health education into the care of individuals, families, and communities.

Outcome 5: Demonstrate cultural competence in provision of care to diverse populations.

Course Objective 5: Use culturally competent communication skills in the care of assigned clients.

Outcome 6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.

Course Objective 6: Use legal, ethical, and moral reasoning in the care of assigned clients.

Outcome 7: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

Course Objective 7: Describe the role of the professional nurse in your setting and highlight specific role behaviors you wish to emulate in your career.

Outcome 8: Use verbal and written communication and technology effectively within healthcare environments.

Course Objective 8: Interact effectively with both clients and other health care professionals within the healthcare environment using verbal/written communication and technology appropriately.

Outcome 9: Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.

Course Objective 9: Not a major focus of this course

Outcome 10: Collaborate with health care professionals and consumers to ensure effective and efficient care.

Course Objective 10: Collaborate effectively with both clients and other health care professionals within the healthcare environment.

Outcome 11: Provide leadership to initiate change in communities, health systems, the profession, and the political arena.

Course Objective 11: Not a major focus of this course

Outcome 12: Apply research and other best evidence to improve nursing practice and health care delivery.

Course Objective 12: Utilize information from literature based on evidence-based research to guide nursing practice.

Resources:

Required Texts: None/Recommended Texts: None

Additional Teaching Tools: CET Objectives

Equipment Needed:

Black Pen	Bandage Scissors
Stethoscope	Watch with second hand
Hemostats	Protective Eyewear
Penlight	

Standard Precautions:

Be knowledgeable of the use of standard precautions. Review videos and handouts from Simulation Lab prior to your first clinical experience.

Bloodborne Pathogens and Hazardous Waste Program:

Students are required to complete the Bloodborne pathogens and hazardous waste training programs according to the directions sent by Heidi Skopowski, Clinical Coordinator. These programs must be completed prior to your clinical rotation.

Other Clinical Requirements:

CPR, immunizations (per School of Nursing policy) and TB tests must be current (within last year) and in compliance with agency and University requirements. Failure to comply will result in an unexcused absence from clinical until requirements are met. You may have the immunizations and TB test (PPD) completed at the Student Health Center.

Students should submit verification for all immunizations and CPR to Karen Holden, Assistant Clinical Coordinator, RM 350, McDowell Hall, (email: krholden@udel.edu, office phone 302-831-0384) before the first clinical day. Students will not be allowed to come to clinical if compliance has not been verified by the clinical coordinator.

Clinical Locations:

Students assigned to Christiana Care Health System (CCHS) locations must complete the mandatory CCHS computer education and acquire a CCHS Student ID badge **before** the first clinical day.

Other clinical sites: Students must complete the mandatory online education (if available) and other requirements as directed by the clinical coordinator and/or clinical instructor.

Course Issues/Problems:

Issues/problems that arise in the clinical area should be discussed with your faculty instructor for resolution. If problems cannot be resolved in this manner, students should contact:

Undergraduate:
 Dr. Pia Inguito, Director of the Undergraduate BSN Programs
 RM 383, McDowell Hall
 Email: pia@udel.edu
 Office: 302-831-2033

Academic Honesty:

The University of Delaware Academic Honesty Policy is in effect for this course. Academic dishonesty in any form, e.g., plagiarism, cheating on exams, etc., will not be tolerated. All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct (<http://www.udel.edu/studentconduct/>). Nursing faculty will strictly enforce the University policy on academic dishonesty. Falsification of any portion of any assignment will not be tolerated. Any student who violates this policy will receive appropriate disciplinary action. More information may be found at the UD website for the Office of Judicial Affairs, <http://www.udel.edu/studentconduct/ai.html>. Any questions related to this policy should be discussed with their office and/or nursing faculty.

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- ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
- iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;
- v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

Possession, distribution, photographing, or posting of any materials containing information about exam questions from the current semester or previous semesters is

academic misconduct as defined in i. and vii. above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

Disability Support Services:

The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 240 Academy St., Suite 130 Alison Hall (<http://www.udel.edu/DSS/>). You can contact them via email at dsoffice@udel.edu or call 302-831-4643.

Attendance Policies:

Absence from clinical- There are no routine absences from clinical, nor are make-up days provided. If a student misses any clinical time, she/he may fail the course.

If weather is inclement or if an emergency arises, clinical may be canceled and/or rescheduled at the instructor's discretion. The instructor will make every attempt to notify students.

Conflicts in attending scheduled learning experiences which are related to religious or University affiliated extracurricular activities (e.g., band, varsity sports, etc.) must be communicated in writing on first clinical day so that realistic alternatives may be explored and scheduled.

Clinical Assignments:

The Clinical Work Experience (CWE) provides a one college credit for each 80 hours the student is performing an approved health-related activity in either a paid or a volunteer status. The student must register for two credits during the junior year, one of which must involve the hands-on application of psychomotor nursing skills learned in the simulation laboratory (Course objective #3). The faculty member and student will coordinate the objectives for each CWE based on the specific work site selected by the student resulting in an independent study for each CWE. All transactions for the course will be conducted via the Sakai course management system (CMS), which allows documentation to occur in a paperless environment.

Written Assignments:

The six items required for each CWE include:

- a) A set of Contract and Objectives (submitted and approved by faculty prior to the beginning of the clinical work experience (CWE). (10pts for each CWE = total of 20pts for both with Sakai grading)
- b) The Facility Approval Form (FAF) is to be signed and dated by the on-site supervisor where the clinical work experience (CWE) is occurring. The date of the signature on the *FAF indicates the beginning date for the accumulation of hours for the CWE*. The FAF must be posted to Sakai prior to any approval of hours for Tracking or Proof of hours. (10pts for each CWE = total of 20pts for both with Sakai grading)
- c) The Tracking record indicating the date, time-in/time-out, number of hours in clinical, with a running total hour count is submitted every four weeks from the start of the CWE or the previous submission. Any submission greater than 6

weeks and less than eight weeks will be considered late and all submitted hours reduced by 50%. Any submission greater than 8 weeks from the previous submission will not be accepted and all hours for that time period submitted denied. (80hrs each CWE/total 160hrs for both)

- d) The Proof of hours, in the form of pay stubs or a signed letter from the supervisor demonstrating completion (as determined in your contract), is submitted no later than (NLT) four weeks after the completion of the 80 hour CWE. Any submission greater than 6 weeks and less than eight weeks will be considered late and all submitted hours reduced by 50%. Any submission greater than 8 weeks from the previous submission will not be accepted and all hours for that time period submitted denied. (80hrs each CWE/total 160hrs for both)
- e) The Clinical Evaluation Tool (CET), listing three examples of evidence for your three primary objectives and one example of evidence demonstrating completion of the remaining six objectives, is submitted no later than (NLT) four weeks after the completion of the 80 hour CWE. Any submission greater than 6 weeks and less than eight weeks will be considered late and all submitted hours related to the clinical work experience for that CET will be reduced by 50%. Any submission greater than 8 weeks from the previous submission will not be accepted and all hours related to the clinical work experience for that CET will be denied. (10pts for each CWE = total of 20pts for both with Sakai grading)
- f) The personal Resume, which will include a description of the two N390 clinical work experiences, is submitted no later than (NLT) four weeks after the completion of the final 80 hour CWE. (10pts for the Resume in Sakai grading)

Evaluation Methods: (write percent given to each evaluation method used)

In order to pass the course a student must achieve a passing grade in all areas of the course.

- a) A set of Contract and Objectives (10pts for each CWE = total of 20pts for both with Sakai grading) **10% of course grade**
- b) The Facility Approval Form (FAF) (10pts for each CWE = total of 20pts for both with Sakai grading) **20% of course grade**
- c) The Tracking record (80hrs each CWE/total 160hrs) **20% of course grade**
- d) The Proof of hours, (80hrs each CWE/total **20% of course grade**)
- e) The Clinical Evaluation Tool (CET), (10pts for each CWE = total of 20pts for both with Sakai grading) **20% of course grade**
- f) The Resume, (10pts for the Resume in Sakai grading) **10% of course grade**

Clinical Performance:

Clinical Evaluation Tool (CET): Must achieve a pass on each critical behavior to pass.

Course Grading: The final grade for this course will be Pass or Fail.

Course/Instructor Evaluations: via University computerized evaluation system.

<http://www.udel.edu/udsis-students/courseevaluations.htm/>

Course Syllabus
NURS 411 – Topics in Health Care
Health Care within the British Virgin Islands
Destination: British Virgin Islands

Course Description: Using a seminar format, students discuss major issues identified in the nursing and health care found in the acute care and clinic settings in the British Virgin Islands. Content assists students in integrating scientific and theoretical knowledge into clinical practice. This course focuses on patient safety and an application of a “safe culture” into the care of vulnerable/at risk populations. Additional areas of focus include the legal, ethical and nursing and health care leadership influences important to patient care.

Prerequisites:

Open to Nursing and Healthcare/Pre-Healthcare majors

Credit hours:

Three (3) credit hours

Required Text:

- 1) Pronovost, P., & Vohr, E. (2010). *Safe patients, smart hospitals: How one doctor's checklist can help us change health care from the inside out*. New York: Hudson Street Press.
- 2) Kohn, L. (1999). *To err is human: Building a safer health system*. Washington, D.C.: National Academy Press. (found on Course Sakai Site)

Required Video:

- 1) **Josie King Video** Josie King Video found on UD Capture <https://udcapture.udel.edu/2016f/nurs460/>

Class (Day, Time, & Location):

TBA

Enrollment: 14

Faculty:

Diane Rudolphi RN, MS

Office Hours:

By appointment

Teaching Methods:

Lecture/Discussion/Speakers
Group projects

Health education project and presentation
Clinical/observational experiences

Lab/Field Experience Requirement:

See student schedule

Course Objectives

Outcome 1: Integrate knowledge from biological, social, behavioral, and health care and nursing sciences into practice.

- Analyze knowledge from the biological, social, behavioral, and nursing sciences as it relates to nursing and health care of vulnerable and at risk populations. Integrate scientific and theoretical knowledge into clinical practice scenarios.

Outcome 2: Apply critical thinking processes to the practice of professional nursing and health care.

- Use critical thinking to compare and contrast the care of patients in the acute care as well as clinic settings as it relates to care found in the United States.

Outcome 3: Provide safe, competent and appropriate care to individuals, families, and communities across the lifespan.

- Analyze safe, competent, and appropriate care of vulnerable and at risk populations.

Outcome 4: Integrate health education into care of individuals, families, and communities.

- Explore effective teaching strategies for vulnerable and at risk population

Outcome 5: Demonstrate cultural competence in provision of care to diverse populations.

- Describe culturally appropriate nursing and health care strategies for provision of care to diverse populations.

Outcome 6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing and health related practice.

- Examine legal, ethical, and moral reasoning as it relates to clinical experiences found within the British Virgin Islands health care system.

Outcome 7: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into practice.

- Discuss issues related to professional role behaviors found with vulnerable and at risk populations.

Outcome 8: Use verbal and written communication and technology effectively within health care environments.

- Demonstrate effective oral and written communication and technology skills.

Outcome 9: Incorporate concepts of organizational behavior and economics of health care delivery into practice.

- Describe interdisciplinary roles of health team members.

Outcome 10: Collaborate with health care professionals and consumers to ensure effective and efficient care.

- Evaluate collaboration among health care professionals and consumers that ensures effective and efficient care.

Outcome 11: Provide leadership to initiate change in communities, health systems, the profession, and the political arena.

- N/A

Outcome 12: Apply research and other best evidence to improve health care practices and health care delivery.

- Evaluate current research findings (evidence based practice) to improve nursing practice and health care delivery.

Academic Honesty:

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From the University of Delaware Code of Conduct (<http://www1.udel.edu/stuguide/16-17/code.html>). Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, **but is not limited to:**

- i. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;

- ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
- iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;
- v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

Possession, distribution, photographing, or posting of any materials containing information about exam questions from the current semester or previous semesters is academic misconduct as defined in i. and vii. above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

Disability Support Services:

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Course Policies:

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For full attendance policy, please visit the following website:

http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=ROOT&ACYEAR=2016-2017&DSPL=Published

Additional course requirements: READ CAREFULLY

- 1) Course requirements are mandatory. It is expected that all students will complete assigned activities and participate in all experiences.
- 2) All assignments are required for successful completion of this course
- 3) Undergraduate nursing students must earn a 70% or higher in this course to progress in the nursing sequence.
- 4) All written assignments must adhere to APA format.
- 5) Students must complete three evaluations forms at the conclusion of this course.

Study abroad evaluation

Instructor evaluation

Course evaluation

Course/Instructor Evaluations: via University computerized evaluation system.

<http://www.udel.edu/udsis-students/courseevaluations.html>

Evaluation Methods:**Grading Scale:**

100 - 93.34 = A	79.99 - 76.67 = C+	63.33 - 60.00 = D-
93.33 - 90.00 = A-	76.66 - 73.34 = C	<60----- = F
89.99 - 86.67 = B+	73.33 - 70.00 = C-	
86.66 - 83.34 = B	69.99 - 66.67 = D+	
83.33 - 80.00 = B-	66.66 - 63.34 = D	

Required Course Assignments and Grading

Assignment	Points
Professionalism, Participation and Culture of Sun Protection (PPS)	10
Reflective Journaling	50
Group Project – Diseases then and now	20
Written Health Assessment #1 and #2	15
Group Participation in Conferences and Book Discussion	5
Total Points	100

1. Professionalism, Participation and Sun Protection

Professionalism and regular class attendance (see school of nursing handbook) is expected for successful completion of this course. Students will attend every class and clinical/service site scheduled. Late arrivals, early departures, and absences will reflect negatively in the final course grade. Only one (1) excused absence is allowed. Approval of absences must be discussed with faculty. Unexcused absences will have a 1/3 grade deduction. Missing more than 3 classes will result in a course failure. Points will be given and deducted based upon professionalism throughout course/while in host country and clinical sites. While on excursions it is also mandatory that students take safety precautions regarding sun protection.

2. Reflective Journaling:

Guidelines/Format: Journaling will be a big part of your course grade while in the British and US Virgin Islands. You are free to write in your journal any way you choose to reflect your experiences. You may be as creative as you so desire. Students are required to submit electronic journals (as email attachments) to the instructor. The purpose of the excursions and service learning site entries is to stimulate critical thinking as students examine the experiences. The ability to reflect upon experiences has been shown to predict levels of critical thinking in practice. Therefore, students should analyze their placement site experience and not merely provide a description of the site.

Prior to boarding plane

Entry #1:

- a) Please discuss your expectations and any thoughts about going to the BVI. What are you most excited about? What do you hope to learn from this trip? What are you most concerned about?
- b) What are your current thoughts regarding race relations in the USA? Do you think what you feel and think will be present in the BVI and USVI? How do you think it will be similar or different? Explain your reasoning and thoughts...Please be completely open and honest.

Entry #2:

Site discussion: Provide the following information (a guideline of things to consider):

- a) A description of the experience including what you did and saw. What kind of unit were you on, how many patients do they care for, was it small, adequately staffed, etc. Feel free to add what you want.
- b) What is the nurses' role on the unit, what is their scope of practice, and their interactions with doctors?
- c) Your reactions, feelings, desires, and thoughts about your day.
- d) What was learned from your experience?
- e) How were you accepted by the patients, their families, and staff?
- f) As you change sites, please discuss the differences between them, rural vs. urban, what is their patient population, any differences in practice.
- g) In addition, discuss one particular patient you were involved with. What kind of nursing/medical care was provided, what cultural issues did you note that differ from the US, what differences in practice from the US did you notice (answer if you can), what are routines of care in your unit, what was your involvement if any. If allowed access to the charts, look at medical and social history, any labs and possible
 - Significance, any test results, current medications, reason for admission, vital signs, etc.
- h) Reflect on unique aspects of the culture as it relates to health care services provided in the United States as well as your own personal cultural experiences in the health care system. Please include a description and analysis of how the experience provided an opportunity for growth and development in the role of the professional nurse.

Entry #3:

- a) Pronovost, P., & Vohr, E. (2010). *Safe patients, smart hospitals: How one doctor's checklist can help us change health care from the inside out*. New York: Hudson Street Press.
- b) Kohn, L. (1999). *To err is human: Building a safer health system*. Washington, D.C.: National Academy Press. (found on Course Sakai Site)
- c) Josie King Video found on UD Capture <https://udcapture.udel.edu/2016f/nurs460/>
This book, the Josie King Video and the IOM report will provide a view of how we as health care providers are confronting and attempting to find answers to safety issues within the healthcare arena. As you read the book and view the video, think about the culture of the people and hospital. Also think about how the nurses and other healthcare providers make decisions in the BVI. As you review all this material, please journal about the following:
 1. Are the nurses and healthcare providers making sound decisions based on research? Is it evidence based? If the healthcare providers were confronted with a procedure to be completed that they were unfamiliar with or a medication they did not know, what would be their method of accomplishing this (your thoughts based on observations)? Give examples of what you have observed or conversations you have had.
 2. What are your thoughts on “googling information” as a means to sorting out how a medication works (risks, side effects etc) or how to complete a procedure you are unfamiliar with?
 3. Is there adequate staffing, educational resources and equipment to carry out the healthcare providers jobs?
 4. On a day to day basis, how easy is it for a nurse and healthcare providers to locate appropriate educational resources?
 5. What is the culture of the team in the BVI? Is there a culture that supports teamwork where there is “wisdom of the team.”
 6. How are errors handled in the BVI healthcare arena? Is the culture non-punitive or is there a blame game culture?
 7. If you were the president of the hospital or president of nursing what one area of concern or “opportunity for improvement” have you identified in the BVI healthcare system? Knowing change and cultural issues can influence how change occurs, how would you go about making the system better? Be specific about what area you think could be improved and how you would go about as a change agent. How does what you now know about the culture, influence some of your specific suggestions in your “opportunity for improvement?”

3. Group Project – Diseases then and now (2 students per group)

~Total slide count: 8 – 10 slides (no more or less). This means you should have 6 – 8 slides with content, then you will have 2 slides left over – one should be your title side and the other the citation/bibliography slide. This will give you a 10 minute talk. Remember, you do not have to put all your information on the slides. You should hold some information back to discuss with the class.

~When making your slides, remember the class (and those grading you) should be able to read your slides. There should be a balance between text and photo

~You want to avoid “dark backgrounds” with “dark lettering”, very hard to see

~Your font on the slides should be large (20-24). Avoid font styles that are hard to read/fancy.

All citations must be in APA formatting

- 1) Pick a Disease in the Caribbean that occurred between the 1400's and modern day
- 2) Your content slides should contain information about your disease: what does it look like, how is spread (person-to-person, animal to person, or insect to person, what is the incidence)?
- 3) Is your disease viral, bacterial or something else? Is there a host for your disease (if available)? What is the incubation time? Is there different variation of your disease? What is the life cycle (if available)?
- 4) Can it be cured or is it fatal? What is the prevention plan? If it can be cured what is the treatment plan? If it is fatal what is the survival rate? Who does the disease affects (adults, children, rich or poor)?
- 5) Moreover, where in the world does it occur? Does it cause a physical disability or death? What is the impact on the community?
- 6) Some of you have diseases that have shaped our history, so you can use historical resources to gather information. Has this disease been eradicated? If so when?
- 7) Additional Facts

You should use pictures/charts to help you explain.

Websites: <http://www.cartercenter.org/health/index.html>

River Blindness, Guinea Worm Disease and Malaria <http://www.cdc.gov/DiseasesConditions/>

CDC <http://www.nlm.nih.gov/medlineplus/infectiousdiseases.html>

National Institutes of Health <http://www.lib.uiowa.edu/hardin/md/micro.html>

4. Written health assessment #1 and #2 submissions

Explanation and review will be completed prior to clinical placements. Below is **Health**

Assessment guide/tool:

Neurological (orientation, CN, motor, sensory): Alert and oriented to person, place, time. + focus + follow. Pupils 3mm equal and brisk/reactive to light. No visual acuity deficits. Speech normal and appropriate. No slurring of speech. No expressive or receptive aphasia. Facial symmetry with no facial droop. Normal swallow without coughing or choking. Tongue midline. Active range of motion to all extremities with no sided weakness. No numbness or tingling. Bilateral hand grasps equal and strong. Bilat finger to nose. Bilat heel to shin. Bilateral lower extremities with positive dorsi-plantar flexion and positive anti-gravity. (state if equal and strong or if asymmetrical note – eg. weaker on right compared to left)

Cardiovascular: Apical heart rate regular or irregular at a rate of (). No murmur or click noted. On Monitor # (___) in ___rhythm. Pt denies chest pain. No edema. Bilateral radial pulses palpable (or + doppler signal). Bilateral dorsalis pedis and posterior tibial pulses palpable (or + doppler signal). Extremities warm with capillary refill <3 seconds.

Pulmonary: Lungs clear bilaterally to auscultation (no inspiratory or expiratory wheezes, rhonchi, or rales). On room air (or state amt of oxygen). If trach or intubated note airway type/size and O2 setting. Denies shortness of breath. Respiratory rate (). No cough (if cough, note if productive or nonproductive and color of secretions).

GI: Bowel sounds positive in 4 quadrants. Abdomen soft non-distended and non-tender on palpation. Tolerating diet without nausea or emesis. Continent of stool. Stool normal pattern and consistency. Last bowel movement (). BM guiacs negative.

GU: Voiding clear yellow urine without difficulty (note if incontinent). If foley present state color/amount. Sufficient quantity at least 30cc/hr. Hematest negative.

Musculoskeletal: Ambulating with steady gait without assistance. Moving all extremities equal and strong with normal range of motion of all joints. No joint swelling or tenderness. No muscle weakness or tremor. Note any Ortho devices.

Skin: Skin clean dry intact. Mucous membranes moist. No redness, warmth, inflammation, ulceration, rash or ecchymosis. State Anatomical location of wounds/incisions/drains as well as drainage color (serous, bloody, sero-sanguanous or, purulent), odor and amount.

a) Incision – With dressing clean dry intact or, Open to air with steristrips, or staples/sutures intact. Skin edges well approximated

b) Wounds – Assess: measurement (length x width x depth, and stage (if pressure ulcer)

c) Drains – Note all drains and the integrity of the insertion site. Note dressing to insertion site.

Pain: Patient denies pain. (State location and rate on pain scale 0-10. Also note quality – pressure, burning, sharp, dull, intermittent, or continuous. State effectiveness or ineffectiveness of medication and/or interventions)

Safety – Side rails up x (), call bell within reach, bed in low position (safety aids noted).

Education: Patient/Family given verbal as well as written instructions regarding discharge, medications (note prescriptions given). Patient and/or family state understanding and able to demonstrate technique. No questions/concerns.

5. Book Discussion Groups

Over the course of the month we will discuss each of the 10 chapters.

Each person will be assigned to a chapter to be responsible for. The course schedule will show which day covers which chapter. The class your chapter is being discussed, you will lead the discussion and be able to respond to any questions. **Each person in the group must read the chapter as well and be able to discuss. Participation in group discussions is mandatory**

6. Group Discussion – (No formal entry required)

- a) Compare and contrast the islands you have travelled to, especially Tortola, Virgin Gorda and St. John USVI where your service learning occurs. How do the USVI and British Virgin Islands meet the healthcare needs of their population? Are there areas or populations who you would consider vulnerable populations at risk? Are the islanders doing anything to resolve these problems? From your personal experience in the sites do you have any suggestions to address and improve on the health care services you saw? Are there any cultural issues you see that impact these problems and the resolution of them? When you speak to health care providers and patients, how do they describe how far have they come? What do you see that still needs to happen? Look at the healthcare services and needs of the people you met, what are the similarities and what are the differences?
- b) What did you gain from this experience? What was the most impacting experience you had? What was positive? What was your favorite moment (this can be an excursion)? What could be improved upon in the future? ... Suggestions here should be specific.

NURS/HLTH 412 – Topics in Health Care Delivery
Health Care Services, Culture & Bush Medicine Remedies in the British Virgin Islands
Destination: British Virgin Islands

Course description:

Students will explore health care services for men, women and children in the British Virgin Islands and compare to the United States. Seminars will include the following topics: multicultural issues surrounding access to health care, health care screening and preventative services. Through course work and a service-learning component students will learn about the people of the prospective country within the context of their history, culture, government, natural resources, economic growth, and health care system. Additionally, the student will be required to identify health care needs of high risk populations, discuss a potential plan of action, and educational services to address that need.

Prerequisites:

Open to Nursing and Healthcare/Pre-Healthcare majors

Credit Hours:

Three (3) credit hours

Required Text:

Petersen, A. (1987). *Kreole ketch n' keep: A collection of West Indian stories*. St. Thomas, V.I.: [A. Petersen].

Additional Resources

- 1) *Amistad* [Motion picture]. (1997). DreamWorks SKG.
- 2) Peter Smith "Caribbean Slave Trade" Power Point Presentations URL link found on Sakai site

Class (Day, Time, & Location):

TBA

Enrollment: 14

Faculty:

Diane Rudolphi RN, MS

Office Hours:

By appointment

Teaching Methods:

Lecture/Speakers/Discussion
Group Projects
Health education project and presentation
Clinical/observational experiences

Lab/Field Experience Requirement:

See student schedule

Program Outcomes and Course Objectives:

Outcome 1: Integrate knowledge from the biological, social, behavioral, nursing and health care sciences in the practice.

Synthesize knowledge from the biological, social, behavioral, nursing and health care sciences in populations within the British Virgin Islands.

Outcome 2: Apply critical thinking processes to the practice of professional nursing and health care.

Apply critical thinking processes to case studies and selected assignments.

Outcome 4: Integrate health education into the care of individuals, families, and communities.

Integrate health education into care within the communities within the British Virgin Islands through the development and/or implementation of programs that address the health care needs of high-risk populations.

Outcome 5: Demonstrate cultural competency in provision of care to diverse populations.

Assess cultural influences on the implementation of health care of the people of the British Virgin Islands.

Outcome 6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing and health care practice.

Analyze legal, ethical, and moral reasoning in decisions on a global health care level.

Outcome 7: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into clinical practice.

Analyze professional role behaviors seen during service learning and clinical experiences that are relevant to nursing and other collaborative partners within the health care arena.

Outcome 8: Use verbal and written communication and technology effectively within health care environments.

Demonstrate selected competencies in written, verbal, and technological communications in this course.

Outcome 9: Incorporate concepts of organizational behavior and economics of health care delivery into clinical practice.

Evaluate concepts of organizational behavior and economics of health care delivery as it effects the integration of the British Virgin Islands in the global health community.

Outcome 10: Collaborate with health care professionals and consumers to ensure effective and efficient care.

N/A

Outcome 11: Provide leadership to initiate change in communities, health systems, the profession, and the political arena.

Show evidence of leadership to initiate change in communities, health systems, the profession and the global political arena.

Outcome 12: Apply research and other best evidence to improve nursing and all clinical practice and healthcare delivery.

Evaluate and analyze research that improves nursing and health care through evidence-based practice.

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- 1) Course requirements are mandatory. It is expected that all students will complete assigned activities and participate in all experiences.
- 2) All assignments are required for successful completion of this course.
- 3) Undergraduate nursing students must earn a 70% or higher in this course to progress in the nursing sequence.
- 4) All written assignments must adhere to APA format (latest edition).
- 5) Students must complete three evaluations forms at the conclusion of this course.
 - Study abroad evaluation
 - Instructor evaluation
 - Course evaluation

Course/Instructor Evaluations: via University computerized evaluation system.

<http://www.udel.edu/udsis-students/courseevaluations.html>

Evaluation Methods:

Grading Scale:

100 - 93.34 = A	79.99 – 76.67 = C+	63.33 – 60.00 = D-
93.33 – 90.00 = A-	76.66 – 73.34 = C	<60----- = F
89.99 – 86.67 = B+	73.33 – 70.00 = C-	
86.66 – 83.34 = B	69.99 – 66.67 = D+	
83.33 – 80.00 = B-	66.66 – 63.34 = D	

REQUIRED ASSIGNMENTS AND GRADING

Assignment	Points
Professionalism, Participation and Culture of Sun Protection (PPS)	10
Reflective Journaling ~Service Learning Experiences- 25 pts ~Cultural Diversity/Interview/Reflection- 25 pts	50
Quizzes- Need to be completed by Jan 2, 2017	
Quiz #1 Peter Smith ppts and sakai Quiz	15
Quiz #2 Amistad Movie Quiz	15
Herbal Project Participation/Completion	10
Total Points	100

1. Professionalism, Participation and Sun Protection

Professionalism and regular class attendance (see school of nursing handbook) is expected for successful completion of this course. Students will attend every class and clinical/service site scheduled. Late arrivals, early departures, and absences will reflect negatively in the final course grade. Only one (1) excused absence is allowed. Approval of absences must be discussed with faculty. Unexcused absences will have a 1/3 grade deduction. Missing more than 3 classes will result in a course failure. Points will be given and deducted based

upon professionalism throughout course/while in host country and clinical sites. While on excursions it is also mandatory that students take safety precautions regarding sun protection.

2. **Reflective Journaling**

Journal entry requirements are below & dates of journal submissions are noted on course schedule/calendar (in sakai)

Guidelines/Format: Journaling will be a big part of your course grade while in the British and US Virgin Islands. You are free to write in your journal any way you choose to reflect your experiences. You may be as creative as you so desire. Students are required to submit electronic journals (as email attachments) to the instructor. The purpose of the excursions and service learning site entries is to stimulate critical thinking as students examine the experiences. The ability to reflect upon experiences has been shown to predict levels of critical thinking in practice. Therefore, students should analyze their placement site experience and not merely provide a description of the site.

a. Service Learning Component (this requirement will be met in journaling)

Students will rotate through a variety of hospital and mobile clinic sites in the British Virgin Islands. In addition we will be spending time travelling and experiencing everyday life in this country. This will provide an opportunity to experience first-hand the culture, public health system of the US and British Virgin Islands. A particular focus is placed on getting to know the people of the Caribbean (completing a diversity interview).

Prior to boarding plane

Entry #1:

- a) Please discuss your expectations and any thoughts about going to the BVI. What are you most excited about? What do you hope to learn from this trip? What are you most concerned about?
- b) What are your current thoughts regarding race relations in the USA? Do you think what you feel and think will be present in the BVI and USVI? How do you think it will be similar or different? Explain your reasoning and thoughts...Please be completely open and honest.

Entry #2: Refer to Sakai. Read reflect on 3 chapters from **Petersen, A. (1987). Kreole ketch n' keep: A collection of West Indian stories. St. Thomas, V.I.: [A. Petersen].** What most surprised you about the culture of the islands/islanders portrayed in these children's stories (era early 1900's) that you were previously not aware of? What did you find most interesting and why? In your journal write your overall thoughts about the stories. What insight did you gain into life in the Caribbean, and any cultural implications you see that may impact you as a health care provider there and a tourist. This assignment needs to be completed prior to the trip and entry completed prior to boarding the plane.

Entry #3: Excursions (included in program)

Note experiences -Virgin Gorda, Jost Van Dyke, (others) and you are free to write as you wish.

b. Cultural Diversity/Interview/Reflection – PARTS 1-3

Flood, L. S. (2007). Using a capstone cultural diversity paper for program outcomes evaluation. *Nursing Education Perspectives*, 28(3), 130 – 135.

Guidelines for Cultural Diversity Entry - Students will need to interview a person of a different race, ethnicity, religion, or sexual orientation to complete part of this assignment. In Part I the student interviews a client using a standard cultural assessment tool. In Part II, the student must submit a typed analysis of the client's diversity supported with in-text references citations. In Part III, the student must submit...a personal reflection of how this knowledge might influence their health care with persons from different cultures.

Part I: Client Interview Data

Using the questionnaire (below in blue box), explore the client's cultural and health beliefs as they relate to his/her cultural diversity. Previous students have found it helpful to review the literature before the actual interview to be better prepared for asking specific questions.

Suggested Cultural Interview Tool

- 1) How do you define yourself culturally as an individual?"
- 2) How do you define "family?"
- 3) Who holds the most "status" in your family? Why?
- 4) How do you define success?
- 5) Do you consider your parents to be successful?
- 6) How important is education in your family?
- 7) Is punctuality important to you? Why or why not?
- 8) What is the most important meal of the day?
- 9) Do you eat foods that are indigenous to your culture? Why or why not? If you answered yes, name some of the foods that you eat. If you answered no, what types of foods do you eat?
- 10) Did you ever live with your grandparents or extended family?
- 11) Do you actively participate in an organized religion and if so what is the religion?
- 12) How important is religion in your family? Why?
- 13) If religion is important in your family, do you plan to pass this on to your children? Why or why not?
- 14) Are the roles of men and women specifically defined in your family? If so, what are they?
- 15) Do you have any eating habits/rituals that are specific to your culture?
- 16) What are some ways you keep yourself healthy?
- 17) Do you use any herbal or bush remedies? Who taught you these remedies, what is there purpose and could you give examples...
- 18) Do you feel that weather, wind, cold or other factors can affect your health?
- 19) Define and describe the most important (or most celebrated) holiday of your culture.
- 20) If you are from a culture that speaks English as a second language, do you speak your native language? Do you have a "dialect?" If so, will you teach your native language to any children you have?
- 21) How is physical contact viewed in your culture?
- 22) What is considered most disrespectful in your culture?
- 23) What is considered most respectful in your culture?
- 24) What would you say is, from your perspective, the most commonly held misconception about people of your culture?
- 25) Have you ever experienced racism? In what form? Can you give an example?
- 26) What can be done about racism and prejudice, in your opinion?
- 27) Do you think racism is similar or different in your culture as compared with what you know about the United States? Why or why not...
- 28) Do young people today have a sense of culture?
- 29) What is the best thing about living in the BVI?
- 30) What is the worst thing about living in the BVI?
- 31) Have you ever felt excluded based on your gender or culture?
- 32) Do you remember excluding others based on culture or gender?
- 33) Is there anything you would like others to know that we have not included here about you or your culture?
- 34) Is there anything else you would like to share?

Part II: Cultural Analysis and Health Care Needs Identification

Analyze the client's diversity using the interview data and reference sources. At a minimum you should include the following:

- 1) Using the client interview data and current literature, describe the traditional cultural health care beliefs and practices, which includes illness beliefs and customs, interpersonal relationships, spiritual/religious beliefs and practices, worldview beliefs, and social structures.
- 2) Discuss any differences between what you've read in the literature regarding the culture's traditional health and what your client told you. Include possible explanations for these differences.
- 3) Identify actual or potential health care problems/concerns (for example cultural, physical, psychological, social, financial, or developmental) for the client and their cultural /diversity group.
- 4) Discuss potential therapeutic interventions for the client and/or their cultural group that promote wellness, which demonstrate respect for the client's culture/diversity, rights, beliefs, values, and life experiences and that incorporate professional values and practice standards.
- 5) Record your observations from the interview regarding nonverbal and verbal communication (such as eye contact, rate of speech, personal space, and touch) demonstrated by yourself and the client.

Part III: Personal Reflections

How does your own culture and beliefs influence how you might deliver care? How does the knowledge gained from this assignment influence how you might care for future clients from diverse cultures? At a minimum you should include the following: analyze how your culture (beliefs, values, religion, orientation, etc.) influences your nursing care.

- 1) To what extent do your beliefs, prejudices, or bias influence your thinking and nursing care? Give examples.
- 2) Discuss specifically how the knowledge from this assignment will influence your future nursing care of clients from different cultures/orientations. Discuss examples.
- 3) Have your personal feelings/thoughts/beliefs regarding race relations changed since journal entry #1?
 - a. What did you gain from this experience? What was the most impacting experience you had? What was positive? What was your favorite moment (this can be an excursion)? What could be improved upon in the future? ... Suggestions here should be specific.

3. Quiz #1 Complete on-line review of ppt and complete on-line sakai quiz (Due by Jan 2, 2017) prior to departure.

4. Quiz #2 Watch movie "Amistad" and complete on line sakai quiz (Due by Jan 2, 2017) prior to departure.

5. Herbal Group Project – Students will have guest lecturer review fruits and herbal/medicinal remedies of the Caribbean (specifically infusions, decoctions, medicinal oils, spritzers, syrups, baths, poultices, compresses). Post lecture, students will complete hands on project creating their own infusion, decoction and/or spritzer.

6. Group Discussion (No formal entry required)

Compare and contrast the islands you have travelled to, especially Tortola, Virgin Gorda and St. John USVI where your service learning occurs. How do the USVI and British Virgin Islands meet the healthcare needs of their population? Are there areas or populations who you would consider vulnerable populations at risk? Are the islanders doing anything to resolve these problems? From your personal experience in the sites do you have any suggestions to address and improve on the health care services you saw? Are there any cultural issues you see that impact these problems and the resolution of them? When you speak to health care providers and patients,

how do they describe how far have they come? What do you see that still needs to happen? Look at the healthcare services and needs of the people you met, what are the similarities and what are the differences?

UNIVERSITY OF DELAWARE – SCHOOL OF NURSING
College of Health Sciences

NURS 453 – Clinical Applications: Adult Health Nursing I
General Syllabus

Course Description: This course is the clinical application of science and nursing theories of care for adult clients in hospitals.

Credit Hours: 3

Pre-requisites: All 300 level required nursing courses.

Enrollment: Open to nursing majors only.

Faculty: As assigned

Office Hours: Per clinical instructor

Clinical Location: As assigned

Clinical Dates: Tuesday, Wednesday, Thursday, and/or Friday as per clinical faculty

Times: Varies per instructor and clinical site; 84 total clinical hours.

Program Outcomes and Course Objectives:

Outcome 1: Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.

Course Objective 1: Apply knowledge from the biological, social, behavioral, and nursing sciences to the care of adult clients with common acute and/or chronic health problems.

Outcome 2: Apply critical thinking processes to the practice of professional nursing.

Course Objective 2: Incorporate critical thinking into the care of adults with common acute and/or chronic health problems.

Outcome 3: Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

Course Objective 3: Provide safe, competent and appropriate nursing care to adults experiencing common acute and/or chronic health problems.

Outcome 4: Integrate health education into the care of individuals, families, and communities.

Course Objective 4: Integrate health education into the care of adult clients experiencing common acute and/or chronic health problems.

Outcome 5: Demonstrate cultural competence in provision of care to diverse populations.

Course Objective 5: Implement culturally appropriate nursing strategies in the restoration and maintenance of optimal health for adult clients experiencing common acute and/or chronic health problems.

Outcome 6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.

Course Objective 6: Incorporate legal, moral, and ethical reasoning in the care of adult clients experiencing common acute and/or chronic health problems.

Outcome 7: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

Course Objective 7: Demonstrate professional role behaviors in clinical practice.

Outcome 8: Use verbal and written communication and technology effectively within health care environments.

Course Objective 8: Use effective verbal and written communication and technological skills in the clinical setting.

Outcome 9: Incorporate concepts of organizational behavior and economics of health care delivery to nursing practice.

Course Objective 9: Identify organizational structures and costs relevant to the delivery of patient care in the clinical setting.

Outcome 10: Collaborate with health care professionals and consumers to ensure effective and efficient care.

Course Objective 10: Collaborate with health team members in the provision of care to adult clients with common acute and/or chronic health problems.

Outcome 11. N/A

Outcome 12: Apply research and other best evidence to improve nursing practice and health care.

Course Objective 12: Apply research findings and other evidence to the care of adult patients.

Resources:

Required Texts:

Dunning, M.B. (2014). *A manual of laboratory and diagnostic tests* (9th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Grossman, S. & Porth, C.M. (Eds.). (2013). *Pathophysiology: Concepts of altered health states* (9th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Lippincott (2016). *Nursing 2016 drug handbook* (36th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Lewis, S., Dirksen, S., & Heitkemper, M. (Eds.). (2013). *Medical-surgical nursing: Assessment and management of clinical problems* (9th ed.). St. Louis, MO: Elsevier, Mosby.

Perry, A.G., Potter, P. A. & Ostendorf, W.R. (Eds.). (2014). *Clinical nursing skills & techniques* (8th ed.). St. Louis, MO: Elsevier, Mosby.

Mosby's Nursing Video Skills: Student Online Version (4th ed.).

Recommended Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Gahart, B. & Nazareno, A. (2015). *2016 Intravenous Medications: A Handbook for Nurses and Health Professionals* (32nd ed.). St. Louis: Elsevier, Mosby.

Equipment Needed:

Black pen	Hemostats
Stethoscope	Bandage scissors
Watch with second hand	Penlight

Standard Precautions:

Be knowledgeable of the use of standard precautions. Review videos and handouts from Simulation Lab prior to your first clinical experience.

Bloodborne Pathogens and Hazardous Waste Program:

Students are required to complete the Bloodborne pathogens and hazardous waste training programs according to the directions sent by Heidi Skopowski, Clinical Coordinator, RM 353, McDowell Hall, (email: hskopow@udel.edu, office phone 302-831-6918) These programs must be completed prior to your clinical rotation.

Other Clinical Requirements:

CPR, immunizations (per School of Nursing policy) and TB tests must be current (within last year) and in compliance with agency and University requirements. Failure to comply will result in an unexcused absence from clinical until requirements are met. You may have the immunizations and TB test (PPD) completed at the Student Health Center.

Students should submit verification for all immunizations and CPR to Karen Holden, Assistant Clinical Coordinator, RM 350, McDowell Hall, (email: krholden@udel.edu, office phone 302-831-0384) before the first clinical day. Students will not be allowed to come to clinical if compliance has not been verified by the clinical coordinator.

Clinical Locations:

Students assigned to Christiana Care Health System (CCHS) locations must complete the mandatory CCHS computer education and acquire a CCHS Student ID badge **before** the first clinical day.

Other clinical sites: Students must complete the mandatory online education (if available) and other requirements as directed by the clinical coordinator and/or clinical instructor.

Course Issues/Problems:

Issues/problems that arise in the clinical area should be discussed with your faculty instructor for resolution. If problems cannot be resolved in this manner, students should contact:

Undergraduate:

Dr. Pia Inguito, Director of the Undergraduate BSN Programs

RM 383, McDowell Hall

Email: pia@udel.edu

Office: 302-831-2033

Academic Honesty:

The University of Delaware Academic Honesty Policy is in effect for this course. Academic dishonesty in any form, e.g., plagiarism, cheating on exams, etc., will not be tolerated. All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct (<http://www.udel.edu/studentconduct/>). Nursing faculty will strictly enforce the University policy on academic dishonesty. Falsification of any portion of any assignment will not be tolerated. Any student who violates this policy will receive appropriate disciplinary action. More information may be found at the UD website for the Office of Judicial Affairs, <http://www.udel.edu/studentconduct/ai.html>. Any questions related to this policy should be discussed with their office and/or nursing faculty.

Academic Misconduct:

From the University of Delaware Code of Conduct (<http://www.udel.edu/stuguide/15-16/code.html>):

Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, **but is not limited to:**

- i. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;
- ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;
- iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;
- iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;

- v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
- vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
- vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

Possession, distribution, photographing, or posting of any materials containing information about exam questions from the current semester or previous semesters is academic misconduct as defined in i. and vii. above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

Disability Support Services:

The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 240 Academy St., Suite 130 Alison Hall (<http://www.udel.edu/DSS/>). You can contact them via email at dssoffice@udel.edu or call 302-8314643.

Attendance Policies:

Absence from clinical- There are no routine absences from clinical, nor are make-up days provided. If a student misses any clinical time, she/he may fail the course.

If weather is inclement or if an emergency arises, clinical may be canceled and/or rescheduled at the instructor's discretion. The instructor will make every attempt to notify students.

Conflicts in attending scheduled learning experiences which are related to religious or University affiliated extracurricular activities (e.g., band, varsity sports, etc.) must be communicated in writing on first clinical day so that realistic alternatives may be explored and scheduled.

Lateness:

Students are expected to report at the time designated by their instructors. When planning for clinical shifts, students must take into account typical traffic patterns, and time needed to park at the institution and walk to the unit. If students find they are going to be late, they should notify the unit and instructor as soon as possible so arrangements can be made to cover their patient assignments. Lateness to clinical is considered unprofessional behavior which is addressed in Course Outcome #7 of the syllabus. Lateness to clinical will be reflected negatively in the CET and may lead to course failure.

Expected Professional Behavior: During the clinical experience, students are expected to behave as professional nurses. Failure to behave as a professional may result in not achieving a pass in Course Outcome #7. Professional behaviors that are an expectation of all nursing students include but are not limited to: adequate preparation for all clinical experiences, arrival at clinical on time, timely and appropriate reporting of absences, tardiness, completion of clinical assignments within the specified time frame, and adherence to the School of Nursing Dress Code.

Unethical or Unsafe Behaviors: Student behaviors that are unethical or unsafe warrant student removal from clinical experiences and/or course failure. These behaviors include but are not limited to: persistent errors in medication administration, falsification of client records, failure to report life threatening changes in a patient's condition, inappropriate handling of patients (e.g. physical or verbal abuse, neglect), threats to the safety of patients/self/peers/instructor, violation of patient privacy and/or federal HIPAA regulations (see <http://www.hhs.gov/ocr/privacy/>), participation in clinical experiences under the influence of drugs and/or alcohol, and consistently not prepared for clinical experiences.

Clinical Assignments:

Medication Calculation Quiz (Course Outcome #1, 2, &3)

Students must pass a medication calculation quiz prior to administering medications in the clinical area. The student must retake a test until a grade of 80% or higher is achieved.

Lab Skills (Course Outcome #7)

Psychomotor skills are required in the clinical setting and students are expected to be proficient in all lab skills from previous courses. Students should review Mosby's Nursing Video Skills prior to starting clinical. Individual faculty will review pertinent skills with students in the clinical and/or lab setting.

Written Assignments:

Medication Preparation Sheets (Course Outcomes #1, 2, 3, & 8)

Prior to coming to clinical area, the student must review all client charts and prepare a medication sheet outlining data related to safe drug administration. The completeness and accuracy of the information will be reflected in the CET tool. The student may not be allowed to give medications if this information is incomplete or inaccurate.

Clinical Worksheets (Course Outcomes #1, 2, 3, 4, 8, & 10)

Information required to safely care for the client should be outlined on this sheet and updated frequently during each clinical experience. The completeness and accuracy of the information will be reflected in the CET tool.

Client Profile (Course Outcomes #1, 2, 3, 4, 5, 6, 8, 9, 10 & 12)

One patient will be selected with instructor approval to develop a database focusing on the physical, mental, and social health status of the client. It should provide a complete written picture of your client.

Evaluation Methods:

In order to pass the course a student must achieve a passing grade in all areas of the course.

Clinical Performance:

Clinical Evaluation Tool (CET)

Achieve a pass on each critical behavior to pass the course.

Assignments:

Medication Calculation Quiz	Achieve at least 80% to pass
Client Profile	Reflected in CET Tool
Medication Preparation Sheets	Reflected in CET tool
Clinical Worksheets	Reflected in CET tool

Course Grading: The final grade for this course will be Pass or Fail.

Course/Instructor Evaluations: via University computerized evaluation system.

<http://www.udel.edu/udsis-students/courseevaluations.html>



MEMORANDUM

2C.2

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Approval of Nursing Course Equivalent for CNA Training

West Virginia University is seeking approval of N100 Introduction to Nursing and N211 Health Assessment & Communication as course equivalents for CNA training. This portion of the Nursing Program meets the requirement that the Board has determined for a CNA Training Program. See Md. Health Occupations Code Ann. § 8-6A-05 and COMAR 10.39.02.05.07.

N100 Introduction to Nursing is a two credit course with a total of two credits of theory/didactic instruction, zero credits of clinical instruction, and zero credits of lab instruction. In the course, students will get an introduction to the nursing profession. This is achieved through discussion of concepts relevant to current healthcare trends and nursing practice. Upon completion of this course, students will have an understanding and appreciation of an array of topics relating to the nursing role.

N211 Health Assessment & Communication is a six credit course with a total of four credits of theory/didactic instruction, two credits of clinical instruction, and zero hours of lab instruction. This course offers students the knowledge and skills necessary to perform a head to toe assessment. Students focus on principles, models and concepts that guide nursing practice as it relates to physical, psychosocial, developmental and cultural assessment and communication across the life span.

WEST VIRGINIA UNIVERSITY
SCHOOL OF NURSING
Nursing 100: Introduction To Nursing
Spring Semester, 2017
CRN # 13699

Course Title: Introduction to Nursing

Catalogue Description: Introduction to Nursing. (2 Credits) Introduction to the role of the nurse in modern health care: critical thinking, nursing intervention, professionalism, caring, and communication in nursing practice with emphasis on safety, quality, health, culture, ethics, leadership, and health policy.

Course Coordinator: Kathy Linkous, MSN, RN, IBCLC
klinkous@hsc.wvu.edu
304-293-5445 Office Suite 6500, HSC South

Faculty: Christy Barnhart, MSN, RN
cjbarnhart@hsc.wvu.edu
304-293-0298 Office STEPS center 3632, HSC South

Rebecca Smeltzer,, Teaching Assistant Professor , WVU , SON
rkromar@hsc.wvu.edu
304-293-5585 Office Suite- 6520, HSC South

Susan McKenrick, Adjunct Lecturer, WVU, SON
srmckenrick@hsc.wvu.edu
304-293-4831

Office Hours: Per Faculty, or by appointment via email for mutually convenient time
 You may expect responses to emails be made within 24 hours Monday through Friday, within 48 hours over weekends.
 Please be sure you use the HSC email address as listed above (not Mix)

Class Hours: Wednesdays, 3p--4:50p
Location: Lecture: 1909 Health Science North
 Break Out Session Rooms: TBA

Course Textbook: Required Text: Catalano, J. (2015). Nursing Now! Today's Issues, Tomorrow's Trends, 7th ed.
 F.A.Davis Company, Philadelphia.

Overview: Nursing 100 introduces students to the nursing profession by discussing concepts relevant to current health care trends and present-day nursing practice. Students are exposed to content related to critical thinking, evidence-based research and practice, patient safety, the role of technology and mass media in health care, health promotion, health restoration and maintenance, principles of disease prevention, the development of the nursing role through history, health care policy and finance, professional trends and issues, cultural sensitivity, nursing ethics, and therapeutic communication. The course uses traditional examination techniques, innovative projects, and small team activities to enhance student's understanding and appreciation of this wide variety of topics and how they relate to the nursing role.

Expected Learning Outcomes:

I. Critical Thinking

A. Scholarship

1. Understand the key traits, strategies and elements of the critical thinking process
2. Develop an appreciation for theories related to nursing, health behavior, and stress and illness

B. Evidence-Based Reasoning

1. Understand the importance of and methods to utilize evidence from a variety of sources
2. Become proficient in recognition and retrieval of evidence that comes from professional sources

II. Nursing Interventions

A. Safety and Quality

1. Identify principles that contribute to safe patient environments

B. Patient Care Technology

1. Identify the importance of technology and mass media in the health care arena

C. Health Promotion and Disease Prevention

1. Understand state and national health promotion and disease prevention initiatives
2. Develop an appreciation for the role of the professional nurse in preventive health care
3. Create a self-analysis of current health status and analyze health promotion behaviors in self

D. Health Restoration and Maintenance

1. Describe patterns of chronic disease and methods to reduce affliction from disease

2. Understand the concept of restoring individuals to states of optimum health through appropriate early intervention and treatment

III. Professional Role

A. Professionalism

1. Recognize the differences between professions and occupations/jobs
2. Describe professional nursing values
3. Understand the role of the nurse in modern health care as well as the development of the nursing role from historical to current times

B. Organizational and System Leadership

1. Develop an understanding of the structure and organization of health care and nursing care delivery in the U.S.
2. Recognize contemporary workplace issues for nurses

C. Health Care Policy, Finance, and Regulation

1. Describe local, state, national, and global trends in health care

IV. Caring

A. Cultural Sensitivity

1. Appreciate diverse populations and cultures and how they influence care delivery
2. Identify own values and beliefs and level of cultural competence
3. Describe nursing practice as based on Watson's Theory of Caring

B. Ethics

1. Identify and understand ethical issues in health care and the nursing role in ethical practice and decision making

V. Communication

A. Information Management

1. Describe basic principles of information management as it relates to modern health care and nursing practice

B. Professional and Therapeutic Communication

1. Explain the process and importance of communication in the health care process and between health care providers
2. Understand and recognize elements of effective communication

West Virginia University Commitment to Social Justice

West Virginia University is committed to social justice. We concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect and non-discrimination. Our university does not discriminate on the basis of race, age, sex, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such an environment will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise the faculty and make appropriate arrangements with the Office of Accessibility Services: 304-293-6700.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For a detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at:

<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/academicintegritytext>

Should you have any questions about the possible improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Professional Conduct

All students in the West Virginia University School of Nursing are expected to uphold and demonstrate professional and personal moral standards as defined and described in the following documents:

West Virginia Code and Legislative Rules; Section 30-7 and Title 19

West Virginia University Board of Governors Student Conduct Code

West Virginia University Board of Governors Student Rights and Responsibilities

American Nurses Association Standards of Practice

American Nurses Association Code for Professional Nurses

Students are expected to (1) abide by federal, state, and local statutes and ordinances both on and off campus; (2) refrain from behavior that is incompatible with the responsibilities and values of the nursing profession; and (3) follow the specific rules of conduct established in the above documents.

Students who engage in illegal or immoral acts or activities or who exhibit unprofessional conduct which directly or indirectly endanger the health or wellbeing of another individual or themselves will be subject to disciplinary action. Such action may include suspension or dismissal from the program. The West Virginia Board of Examiners for Registered Professional Nurses requires that the program reports misdemeanors or felonies and applicants for licensure must provide an explanation of any criminal incident. Depending on the board's action, applicants for licensure may be barred from taking the NCLEX exam or their license may be restricted or suspended.

In order to avoid distraction to other students, and to maintain safety and confidentiality, students may not bring family members (including children) or friends with them to class without prior approval from the instructor and only when there are extenuating circumstances. Family members (including children) or friends are not allowed in the clinical area. Children may not be left unsupervised in waiting areas in the Health Sciences Center or clinical agencies.

Adverse Weather Commitment

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, the instructor will notify students of any cancellation or change as soon as possible (by 12 noon before class starts), using (MIX/SOLE email) to prevent students from embarking on any unnecessary travel. If students cannot get to class because of weather conditions, the instructor will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Sale of Course Material

All course material including lectures, class notes, quizzes, exam, handouts, presentations, and other materials provided to students for the course are protected intellectual property. As such, the unauthorized purchase or sale of the materials may result in disciplinary sanctions under the Campus Student Code.

Student Evaluation of Instruction Statement

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later.

Course Requirements:

1. Students are required to use SOLE, the Health Science Secure Online Site. In addition to text and supplemental readings, students are required to complete educational tutorials and explore educational websites. Additional readings and activities are listed in the "readings" and "assignments" columns on the **N100 Weekly Schedule** posted on SOLE.
2. Attendance is expected.
3. The role of the professional nurse involves demonstrating attitudes, values, and behaviors consistent with professional nursing practice (WVU School of Nursing Undergraduate Handbook). In the classroom setting, an environment conducive to learning is fostered through mutual respect among students, their peers and faculty. To assure an environment that is conducive to learning, students are asked to mute phones, refrain from texting, and keep personal computers and attention directed to class content. If this request is not respected, the student may be asked to leave the class. Students must not disrupt the learning of others.
4. All required assignments are to be completed and turned in by the designated date at the beginning of class, unless prior arrangements have been made with faculty. Individual work assignments may be handed in early.

5. NO LATE WORK WILL BE ACCEPTED UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE FACULTY.

Some activities are completed by students individually, some by student teams. Individual work can always be handed in early with no penalty. **Students must be present in class to receive full credit for Teamwork Activities**

done during Break-Out Sessions. Students who are absent during teamwork activities cannot receive credit for the team's work. All members of the same team present for teamwork activities receive the same score. Each activity is worth up to 10 points. Grading rubrics for each individual and teamwork activity are posted on SOLE.

6. Working within teams, collaboration, and effective communication are essential skills for nurses. There will be 3 opportunities for students to offer an evaluation of teamwork for each of their team members. After selected team activities, students evaluate each member of their team for collaboration, preparedness, quality of work, and contribution to the overall success of the project. Student/Peer Evaluation scores are averaged and accumulate for a possible 30 points. Students receive feedback on their contribution to the success of the team. Receiving such feedback helps students develop proficiency in working within teams. Individual scoring remains anonymous.

7. Required readings are expected to be done prior to class. A Quiz will be given on the content of the required readings at the beginning of each Break-Out Session. Each Quiz is worth 15 points. **Students arriving late to class will not have the opportunity to take the Quiz. There are no make-up quizzes.**

8. NO LATE WORK WILL BE ACCEPTED. Individual activity assignments may be handed in before the due date. If a student is absent from a Break-Out Session, there is **ONE MAKE-UP OPTION**: the student may write a 4-5 page typed essay, standard margins, double spaced and referenced, revisiting past N100 lectures to discuss how the information presented in the lectures relates to patient safety and health promotion(OR related to the topic missed in the breakout session). The paper is worth up to 15 points. Only one make-up opportunity is offered per student per semester, and must be turned in to the student's Break-Out Session Faculty by Wed April 26, 2017. The make-up option is only available to students who were absent from a Break-Out Session.

9. Spring Theme Health Promotion Activity: students complete a Spring Theme Health Promotion Project. This project is due at the beginning of class on March 22,2017. The guidelines for the project are posted on SOLE. Each student creates a gift/craft with a Spring Theme, based on an evidence based health promotion need for a specific population based on a Healthy People 2020 Objective which is appropriate for that population, in this case, nursing home residents. Students have the opportunity to help deliver the crafts to Sundale Nursing Home residents and receive 2 hours Community Service credit. Creativity is encouraged.

10. Community Service: Each student is required to complete **10 Community Service Hours** between Jan. 11, 2017 and April 26, 2017. Each community service hour is worth one point; students may earn a maximum of 10 Community Service points. Students must turn in Community Service Logs by April 26,2017 to their Break-Out Faculty. The form for the log is found on SOLE. For each Community Service location, students provide the number of hours served and the name and phone number of the contact person who can verify participation. A list of some suggested local community service agencies can be found at the end of this syllabus. *Note: you can receive two community service hours for blood donation; however, donating clothing, furniture, or money will not count towards volunteer hours. Volunteering to help at a private, for-profit business does not qualify as Community Service.*

11. Each student completes a multiple choice MIDTERM EXAM and a FINAL EXAM.

MAKE-UPS FOR THE MIDTERM EXAM WILL BE AVAILABLE ONLY TO STUDENTS WHO HAVE MADE PRIOR ARRANGEMENTS WITH THE FACULTY. THERE WILL BE NO MAKE-UPS FOR THE FINAL EXAM. THE FINAL EXAM MUST BE TAKEN ON THE DATE AND TIME ASSIGNED BY THE UNIVERSITY, AND MAY NOT BE TAKEN EARLY.

If a student is unable to take the Final Exam when it is scheduled, the student has the option of applying to the course coordinator to take an "Incomplete" in N100, and is eligible to follow the process for transitioning an Incomplete in the Course.

At the end of the semester, each student is asked to fill out an evaluation of his/her Break-Out Session Faculty and an overall evaluation of the course. Constructive feedback is welcome.

12. Optional: Nurse Shadowing "*extra credit points*." Students may receive up to 5 "extra credit points" for shadowing a professional registered nurse for 3 hours and turning in a typed, one page paper discussing what the student observed and learned during the experience. The shadowing experience can take place in any professional nursing setting in any location. The shadowing paper must include the following:

- a. Name and contact information of the Registered Nurse who was shadowed
- b. The location, time, and date of the shadowing experience
- c. A one page, typed description of what the student observed and learned during the experience

The experience must be completed and the paper submitted to Break-Out Session Faculty by April 26, 2017. Shadowing hours may not be used as Community Service Hours.

Please note: when setting up your shadowing experience, please identify yourself as a **PRE-NURSING** student at WVU. You are not to perform any direct patient care or nursing skills, as this is an **OBSERVATION ONLY** experience. You will be representing WVU and the WVU School of Nursing so you must act and dress professionally. You must abide by all HIPAA guidelines and maintain patient confidentiality at all times. Failure to abide by these guidelines and the WVU SON Code of Conduct (found in the online student handbook) is unacceptable, and will result in failure of the course. Please keep in mind most healthcare facilities will require you to complete a registration process before shadowing can take place in their facility. You must abide by all the guidelines at your selected facility. **You are responsible for making your own arrangements for shadowing.** If you plan to complete your shadowing experience at WVU Ruby Memorial Hospital you will need to register on-line. Please follow these directions:

Directions for applying for Shadowing at WVU Medicine:

--go to: www.wvumedicine.org

--click on: Careers

--click on: Job Shadow Program (on the left side of the page)

--read the program overview to understand the steps and instructions

--complete the online application, **be sure to note that you want to shadow in NURSING**

--if you have not heard from **Lisa Adrian** within a week of applying, call her at: 304-598-2239 or email at: adrianl@wvumedicne.org

WVU School of Nursing Grading Scale	A	93%--100%
	B	85%--92%
	C	77%--84%
	D	70%--76%
	F	69% and below

Grades are calculated by dividing the total number of points earned throughout the semester by 325. If the final percentage has a decimal of .4 or less, the number is rounded down to the nearest whole number. If the final percentage has a decimal of .5 or more, the number is rounded up to the nearest whole number.

Course Point Distribution:

Individual & Team Activities:

Quality Improvement/Patient Safety	= 10
Critical Thinking Nursing Interventions	= 10
Peer Review Article	= 10
Health Promotion Craft	= 10
Genogram and Health Risks	= 10
Chronic Disease Poster Presentation	= 10
Affordable Care Act Pro/Con Articles	= 10
Nursing Ethics, Cultural Diversity Presentation	= 10
Reflection Questions	= 10
Student/Peer Evaluation of Teamwork	= 30
Community Service Hours Log	= 10
Quizzes 1, 2, 3, 4, 5 (15 points each)	= 75
Midterm Exam	= 60
Final Exam	<u>= 60</u>
Total Points for the Class	325
Extra Credit RN Shadowing Experience	5
Make-up Option Paper	15

Local Community Service Agencies

Christian Help, 219 Walnut St, Morgantown: 304-296-0221

Scotts Run Settlement House, Osage: 304-599-5020

Community Action, 247 Willey St., Morgantown: 304-363-4367

Milan Puskar Health Right, 341 Spruce St., Morgantown: 304-292-8234

United Way, 278 Spruce St., Morgantown: 304-296-7525

West Virginia University Hospital, Morgantown: 304-598-4000

American Red Cross, 1299 Pineview Dr., Morgantown: 304-598-9500

Ronald McDonald House, 841 Country Club Dr., Morgantown: 304-598-0050

Big Brothers/Big Sisters, 500 Mylan Park, Suite 2, Morgantown: 888-KIDS-050

American Cancer Society, 122 South High St., Morgantown: 304-296-8155

Catholic Community Service, 235 High St., #208, Morgantown: 304-292-6597

Sundale Nursing Home, 800 J.D.Anderson Dr., Morgantown: 304-599-0497

Care Partners, 4000 Hampton Center, Morgantown: 304-285-5500

Bartlett House, 1110 University Ave, Morgantown: 304-292-0101

Hospice: several locations: 304-599-4200

Programs for Monongalia County Schools: 304-291-9330

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Course: N211: Health Assessment & Communication

Semester: Spring 2017

Credit Hours: 6 credits: 4 Credits didactic and 2 credits clinical experience

Method of Instruction: This course consists of 4 credit hours classroom and 2 credit hours clinical work. Classroom time will consist of lectures, group work and case studies. Clinical time will be spent in the nursing skills lab, the simulation lab, and inpatient settings.

Prerequisites: N100: Intro to Nursing

Course Coordinator: Billie S. Vance, MSN, APRN, FNP-BC
Email: Billie.Vance@hsc.wvu.edu
Phone: 304-293-1771

Faculty: Michelle Borland, DNP, CNE, RN
Jessica Matthews, MSN, RN
Elizabeth McCarty, MSN, RN
Danielle McGinnis, MSN, RN
Amber Walker, MSN, RN

Clinical Coordinator: Joanne Watson, MSN, RN
Email: jewatson@hsc.wvu.edu
Phone: 304-293-1772
Office: 6615

Schedule:	Large Group Didactic:	Mon (Location:3067)	9:00 am – 11:50 am
	Clinical/Skills Lab:	Wed/Fri (Location: TBA weekly)	7:30 am –12:30 pm
	Small Group:	Tues/Wed (Location:2157)	2:00 pm – 3:50 pm

Course Description: Examination of concepts, principles, processes, and models that guide nursing practice related to physical, psychosocial, spiritual, developmental, cultural assessment and communication in the classroom, simulation, and clinical settings.

Expected Learning Outcomes:

Upon successful completion of this course the student will:

Critical Thinking:

Evidence-Based Reasoning:

Demonstrate use of the nursing process.

Nursing Interventions:

Safety & Quality:

Demonstrate an understanding of assessment of individuals' environment for the provision of safe and quality care.

Patient Care Technology:

Demonstrate appropriate use of patient care technology.

Health Promotion/Disease Prevention:

Conduct a health history, including environmental/occupational exposure, a family history, and a genogram to identify current and future health problems.

Health Restoration & Maintenance:

Assess health/illness beliefs and practices of individuals.

Perform a basic physical assessment, including, but not limited to, point of care testing.

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Perform basic fundamental nursing skills.

Professional Role:

Professionalism:

Demonstrate professional nursing standards of moral, ethical, and legal conduct. Demonstrate the professional values of accountability, altruism, autonomy, respect for human dignity, integrity, and social justice in professional interactions.

Health Care Policy, Finance, and Regulation:

Identify how professional standards and state and national regulations shape nursing behaviors and practice.

Identify institutional standards and policies.

Caring:

Cultural Sensitivity:

Recognize the impact of culture on patient's health/illness beliefs and practices.

Communication:

Information Management:

Describe the use of information management in nursing care.

Professional and Therapeutic Communication:

Demonstrate therapeutic communication techniques in simulation and actual patient care situations.

Required Resources:

Course Point for Jensen 2E: *This includes electronic downloadable copies of Jensen (2014) 2nd edition and access to Prep-U.*

Course Point + for Taylor 8E: *This includes electronic downloadable copies of Taylor (2015) 8th edition and access to Prep-U.*

Doenges, M., Morrhouse, M., & Murr, A. (2014). *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span*. 9th Edition **ISBN-13: 978-0-8036-3041-3**

Optional Texts:

HARDCOPY only: Jensen, S. (2014). *Nursing Health Assessment: A Best Practice Approach (2nd ed.)*. Philadelphia: Lippincott. ***

***If you opt to purchase the hardcopy of Jensen, then it will be necessary to purchase PrepU for Jensen 2nd ed as well.

Class Structure:

Monday Class:

Lecture format. Students are expected to complete assigned readings/videos prior to class.

Clinical/Skills Lab/Small Group/Simulation:

Students will be assigned to a faculty member and to a clinical group. Students will remain in their clinical group throughout the semester. Clinical groups will attend and participate as a group for clinical, skills lab and simulation lab experiences, and case study or small group work learning experiences.

Clinical Experience/Skills Lab: Students will practice interventions and skills discussed in class and in the nursing skills lab. Patient care opportunities utilizing assessment techniques and basic interventions learned in class and the skills lab will be provided.

Group Work: Students will apply topics covered in class to case studies.

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Simulation Experience: Students will practice assessment techniques and basic interventions covered in class and in the simulation laboratory.

*** All Materials necessary to fully participate in the course, such as laptop, laptop cables, required browsers, etc., are the student's responsibility. Failure to prepare prior to class or bring these items to class will result in the student's inability to fully participate in class. If the student does not have the items necessary to take exams or fully participate in class, no credit will be given for missed class content or missed exams. *To access WiFi in our classrooms you will need to select the "WVU Encrypted" network and login with your masterID and password.*

Grading:

Exams	Date	Possible Points (480)
Terminology Test	1/23 9AM	20
Unit One Test	1/30 9AM	60
Unit Two Test	2/13 9AM	60
VS Competency	2/14& 2/15 2-4PM	10
Unit Three Test	2/27 9AM	60
Unit Four Test	3/20 9AM	60
Adult Shift Assessment Competency	3/22 & 3/24 8-12	50
Unit Five Test	4/10 9AM	60
Final Exam	5/2 2-4	100

Assignments	Due Date	Possible Points (220)
ATI Infection Control	1/24 8AM	2
ATI Vital Signs	1/24 8AM	2
Prep U Unit 1	1/30 8AM	5
Smiles for Life (Extra Credit)	1/31 8AM	(2)
ATI Personal Hygiene	1/31 8AM	2
Communication Assignment	2/7 8AM	20
Prep U Unit 2	2/13 8AM	6
ATI Communication Final	2/14 8AM	4
ATI Ambulation	2/14 8AM	2
Health History	2/21 8AM	20
ATI Nutrition	2/21 8AM	2
Prep U Unit 3	2/27 8AM	5
ATI Nurse Logic (4 modules)	2/28 8AM	2
Prep U Unit 4	3/20 8AM	6
ATI Adult Physical Exam	3/21 8AM	2
Cultural Self Evaluation	3/27 8AM	5
Clinical Journal 1	4/4 8AM	10
Prep U Unit 5	4/10 8AM	5
Clinical Journal 2	4/11 8AM	10
Group Focused Assessment Presentation	4/17 8AM	35
Clinical Journal 3	4/18 8AM	10
Complete Care Plan	4/24 8AM	50
Clinical Pre-Plan	Last day of clinical at start of preconference	15

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***Assignments are to be turned in via SOLE (attached as PDF or Word document). Some assignments may be submitted via email to your clinical instructor as a PDF or Word document when directed. Grading for late assignments will be reduced by 20% each 24 hours that the assignment is late, unless discussed prior to the due date/time.

***Students are expected to complete tests and quizzes on the scheduled date. Make up tests and quizzes will be given (in essay format) at the discretion of the faculty (during final week of class), given **prior** notice of student inability to attend class on the test/quiz date.

***Testing Procedures:

The following testing procedures have been designated by the course coordinator and are subject to change/be altered or added to at the discretion of the course coordinator at any point during the duration of the semester.

1. Seating for testing is every other seat, every other row as the assigned room allows.
 2. No belongings may be kept at one's desk, except laptop and appropriate cords and cables.
 3. No hats, jackets, or hoodies may be worn during testing.
 4. Assigned or randomly assigned seating may take place.
 5. All cell phones must be out (visible), turned off, and placed face down on the desk directly in front of the student.
 6. Students may be expected to sign an honor code prior to each test.
 7. Students must wear name tags during tests.
- Violations of any testing procedures may be considered a breach in testing ethics.

Direct Patient Care

Pass/Fail

Direct patient care experiences in clinical settings and clinical simulation in the simulation lab and skills lab will be graded **Pass/Fail**. To determine whether or not the student achieved the course clinical competencies, the instructor will evaluate the student's performance when caring for patients in the clinical setting, skills lab, and simulation. Students must meet the competencies consistently in all five threads of clinical performance (critical thinking, nursing intervention, professional role, caring and communication) to pass the course. Obtaining a "not met" in any one of the five threads at the final evaluation will constitute a failure within the course. Attendance at clinical/skills lab/simulation/small group is mandatory. Failure to attend any one of these activities places the student in jeopardy of failing the course. Failure to contact clinical instructor prior to absence, may result in failure of the course. If an absence is unavoidable, the student is expected to contact their clinical instructor prior to the absence and work directly with the clinical instructor to arrange make-up.

***Students are expected to follow the WVU School of Nursing Standards of Professional Practice. Violations of these standards will be dealt with in accordance with the policy and procedure outlined in the Undergraduate Student Handbook.*

Grade Scale:

<u>Percent</u>	
93 – 100	A
85 – 92	B
77 – 84	C
70 – 76	D
69 – below	F

Grading Policy:

In order to pass the course, students must:

1. Achieve a cumulative average of 77% on Exams/Tests.
2. Achieve a cumulative average of 77% on all graded assignments.

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3. Pass all threads in the direct patient care component of the course.

If the overall grade average for the course is a "C" or better but student:

1. Fails to achieve a 77% on the overall test average, or
2. Fails to achieve a 77% on the overall graded assignments, or
3. Fails to pass the direct care clinical portion of the course, then the course grade will be a "D" regardless of the overall average.

Professional Conduct: The role of the professional nurse involves demonstrating attitudes, values, personal qualities and behaviors consistent with professional nursing practice. In the classroom and clinical settings, an environment conducive to learning is fostered through mutual respect among students and faculty. Students displaying behaviors that are inconsistent with professionalism or that detract from the learning environment will be asked to leave class or clinical, and will not receive credit for any activities completed during the class or clinical experience. Students will turn off and refrain from accessing all personal communication devices while in class or clinical.

In order to avoid distraction to other students, and to maintain safety and confidentiality, students may not bring family members (including children) or friends with them to class without prior approval from the instructor and only when there are extenuating circumstances. Family members (including children) or friends are not allowed in the clinical area. Children may not be left unsupervised in waiting areas in the Health Sciences Center or clinical agencies.

Behaviors that Constitute Immediate Clinical Failure:

Unprofessional

- Unauthorized use or disclosure of confidential information
- Failure to maintain professional boundaries
- Threatening behavior or harassment
- Commitment of an act which could adversely affect the physical or psychological welfare of a patient
- Abandonment of patients by terminating responsibility for nursing care without properly notifying appropriate personnel and ensuring the safety of patients
- Practicing beyond the scope of the student role
- Refusal to follow appropriate directives or instructions from faculty or nursing personnel
- Willful neglect to perform assigned work
- Willful violation of clinical agency policies

Unethical

- Dishonest behavior, including but not limited to giving false reports, falsifying documentation, and theft
- Willful misuse, destruction, or damage to property

Unsafe

- Reporting for clinical or practicing nursing when not fit for duty due to the use or abuse of alcohol, drugs, prescription medicines or other controlled substance.
- Possession of alcohol or illegal drugs or drug paraphernalia while on duty.
- Practicing nursing while the ability to safely and effectively practice is compromised by physical or mental disability or lack of sleep
- Lack of preparation that significantly compromises patient safety

Academic Integrity: The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>

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Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Attendance Policy: The West Virginia University School of Nursing faculty believes that class attendance contributes significantly to academic success. **Students are expected to attend every class** and to fully participate in all course activities. Class attendance and participation will be recorded. The possibility of a valid need to miss class will be considered only if the student notifies faculty with a written statement of rationale and alternate arrangements for meeting course requirements in advance of a class absence.

Inclusivity Statement: The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Laptop Program: All Materials necessary to fully participate in the course, such as laptop, laptop cables, required browsers, etc., are the student's responsibility. Failure to prepare prior to class or bring these items to class will result in the student's inability to fully participate in class. If the student does not have the items necessary to take exams or fully participate in class, no credit will be given for missed class content or missed exams.

Adverse Weather Commitment: In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by 8:00/1 hour before class starts), using SOLE announcements sent via MIX to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Course Schedule:

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Class (Monday) 9:00-12:00	Small Group 2:00-3:50	Clinical/Skills Lab 7:30-12:30
Unit 1		
<p>1/9-1/13</p> <p>Class Concepts (3067)</p> <ul style="list-style-type: none"> • Orientation • RN Role in Health Assessment • Terminology <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jensen Ch. 1 • ATI Fundamentals Ch.(s): 1-4, 8 	<p>Class Concepts (2157)</p> <ul style="list-style-type: none"> • Nursing Process <p>Read prior to class:</p> <ul style="list-style-type: none"> • Newfield Ch. 1 (on SOLE) • ATI Fundamentals Ch. 7 	<p>Class Concepts (3067)</p> <ul style="list-style-type: none"> • Infection Control • Physical Exam, Techniques, and Equipment <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jensen Ch. 3 • Taylor Skills Sets from Ch. 23: 23.1, 23.2, and 23.4 (Removing Gloves Steps 16 – 18 only) • ATI Fundamental Ch.10,11
<p>1/16-1/20</p> <p>MLK Day: No Class (1/16) (NO CLASS-pre-recorded lecture) Hospital, Home, and Community Safety</p> <p>Read:</p> <ul style="list-style-type: none"> • ATI Ch. 12,13,15 • Taylor Ch. 26 	<p>Class Concepts</p> <ul style="list-style-type: none"> • Vital Signs and General Survey • Pain assessment <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jensen Ch. 5, 6 • ATI Fundamentals: Ch. 27, 41 (pages 402-406 up to Non-Pharmacological Pain Management) • Taylor (Skills Sets: 24.1, 24.2, 24.3, 24.4) • Taylor page 1440 – 1444 (Skill 38.1: Using a pulse oximeter) 	<p>EPIC Training</p> <p>Direction located on SOLE</p>
<p>1/23-1/27</p> <p>9AM: Terminology Test</p> <p>Class Concepts</p> <ul style="list-style-type: none"> • Collection of Health History • Therapeutic Communication <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jensen Ch. 2 • Review Therapeutic Communication PDF • Review Health Literacy Video in SOLE • ATI Fundamentals Ch. 32 	<p>Watch Wit movie</p> <p><i>This movie contains sensitive subject matter especially issues around death and dying related to a terminal cancer prognosis. If you feel this movie may cause you distress due to particular personal circumstances, please notify one of the course coordinators prior to this class and an alternate assignment will be provided.</i></p>	<p>Class Practice (CSPL B):</p> <p>Infection Control</p> <ul style="list-style-type: none"> • Handwashing • Donning & removing gloves, gowns, and masks • PAPR <p>Techniques of PE & equipment</p> <ul style="list-style-type: none"> • Inspection, percussion, palpation, & auscultation • Stethoscope, pen light, BP cuff, reflex hammer, tuning fork, pulse ox, doppler <p>Vital Sign Collection</p> <ul style="list-style-type: none"> • Radial and apical pulse • BP • Temp • RR • Pain assessment
Unit 2		

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1/30-2/3	<p>9AM: Unit Test 1</p> <p>Class Concepts</p> <ul style="list-style-type: none"> • HEENT Assessments • Neuro Assessments <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jenson Ch.12, 13, 14, 15, 22 • ATI Fundamentals Ch. 28 & p.166-168 	<p>Class Concepts:</p> <p>Skin, Hair, & Nails Assessment, including wound, dressing, IV, and drain assessment</p> <p>Hygiene</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jenson Ch. 11 • Taylor pages 955– 982 (Up to Wound Management), Skills Sets 31.4 & 31.5) • IV Assessment PDF via SOLE • Taylor Ch. 30 (Including Skills Sets 30.1, 30.2, 30.3, 30.4, 30.5 • ATI Ch. 30,37 	<p>Class Practice: (CSPL A)</p> <ul style="list-style-type: none"> • HEENT assessment • Neuro Assessment • Assessment of skin, including wounds, dressings, drains & suction • Hygiene <ul style="list-style-type: none"> ○ Bed bathing, oral care, bed making—occupied and unoccupied
Unit 3			
2/6-2/10	<p>Class Concepts</p> <p>Assessment of Heart, Lung, and Neck Vessels</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jenson Ch. 16, 17 • ATI p.152-154 	<p>Class Concepts:</p> <p>PV Assessment</p> <p>Assessment of Oxygenation and O2 Delivery Systems</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jenson Ch. 18 • Taylor pages 1425-1430 up to managing chest tubes, 1432-1434 from Tracheostomy up to providing tracheostomy care, Skills 38.3, 38.4 • ATI Ch. 30 	<p>Class Practice (CSPL A):</p> <ul style="list-style-type: none"> • Heart & Neck Vessels assessment • Thorax and Lung assessment • PV Assessment • O2 Delivery Systems
2/13-2/17	<p>9AM: Unit Test 2</p> <p>Class Concepts:</p> <p>Breast and Axilla assessment</p> <p>Musculoskeletal Assessment</p> <p>Activity</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jenson Ch 19, 21 • Taylor Ch. 32 (Including Skills Sets 32.1, 32.2, 32.3, 32.4, 32.5, 32.6) • ATI Ch 14, 31, p.151-152, p.165-166 • 	<p>Competency Testing: VS</p>	<p>Class Practice (CSPL A):</p> <ul style="list-style-type: none"> • Musculoskeletal Assessments • Activity, including restraints • Review Neuro Assessment
Unit 4			
2/20-2/24	<p>Class Concepts:</p> <p>Abdominal and Nutrition Assessments</p> <p>Male and female genitalia and rectal assessment</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> • Jenson Ch. 7, 19, 20, 23, 24 	<p>Class Concepts</p> <p>Class Content and Practice:</p> <ul style="list-style-type: none"> • I/O Cases studies 	<p>Class Practice (CSPL A, Exam Rm 6&7):</p> <ul style="list-style-type: none"> • Feeding • Toileting • Abdominal Assessments • I/O and Emptying Drains, etc <p>Read prior to class:</p> <ul style="list-style-type: none"> • ATI Ch. 43,44 • Taylor Ch. 36, Taylor pages 1304 – 1310 (Skills 36.1, 36.2, 36.3) • Taylor Ch. 37 pages 1386-1390 (Skill 37-3)

**West Virginia University
School of Nursing**

2/27-3/3	<p>9AM: Unit Test 3</p> <p>Class Concepts: Assessment of the Hospitalized Patient Shift Assessment Review Assessment Videos on SOLE</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> Jenson Ch. 29, 30 	<p>Class Concepts and Practice: Point of Care Testing</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> Taylor p. 1227 Guidelines for Nursing Care 35.1 & Taylor p.1243 #12b Taylor p. 1256-1259 Skills Set 35.4 Taylor page 1277 Point of Care Urine Testing (3 paragraphs) Taylor p. 1355-1356 Occult Blood 	<p>Class Practice (CSPL A): Shift Assessment</p>
Spring Break 3/4-3/12			
Unit 5			
3/13-3/17	<p>Class Concepts: Documentation and Interdisciplinary Communication Clinical Orientation Nursing Process Refresher</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> ATI Ch. 5 Jenson Ch. 4 	<p>Class Concepts: Review preplan and careplan forms</p>	<p>Clinical Day 1 (8am) Group to preplan on one patient Nurse/CA Shadow Scavenger Hunt VoiceCare Post conference to focus on documentation, communication, and electronic medical record.</p>
3/20-3/24	<p>9AM: Unit Test 4</p> <p>Class Concepts: Preplan Development Care Planning Concept Mapping</p>	<p>Class Practice (CSPL B):</p> <ul style="list-style-type: none"> Shift Assessment 	<p>Competency Testing (STEPS): Adult Shift Assessment</p>
3/27-3/31	<p>Class Concepts: Assessment of Developmental Stages Social, Cultural & Spiritual Assessments</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> Jenson Ch. 8, 10 ATI Fundamentals 35 	<p>Class Concepts Case studies on Development, Social, Cultural, Spiritual Assessments</p>	<p>Clinical Day 2 (7:30 am) (complete preplanning night prior) Preplan due at start of preconference. Students pair up to provide all care and assessments Post conference focus on nursing process refresher.</p>
4/3-4/7	<p>Class Concepts Class Concepts Mental Health and Violence Assessment Older Adults Palliative Care Concepts</p> <p>Read prior to class:</p> <ul style="list-style-type: none"> Jenson Ch. 9, 28 ATI Fundamentals Ch. 25 	<p>Class Concepts Case studies on Mental Health, IPV and Older Adult Variations</p>	<p>Clinical 3 (7:30 am) (complete preplanning night prior) Preplan due at start of preconference (mock grade). Select patient for Focused Assessment Group Presentation</p> <p>Students continue to provide all care and assessments Post conference focus on SBAR</p>
Unit 6			

**West Virginia University
School of Nursing**

4/10-4/14	<p>9 AM Unit Test 5</p> <p>Class Concepts:</p> <ul style="list-style-type: none"> • Focused Exams • Focused Assessment Review of Assignment and Discussions 	<p>Simulation/Practice (CSPL A):</p> <p>Focused Assessment</p>	<p>Clinical 4 (7:30 am) (complete preplanning night prior-use Care Plan form) Students continue to provide all care and assessments Post conference focus on experiences and focused assessments. Discuss care plan patients.</p>
4/17-4/21	<p>Student presentations Focused Assessments</p>	<p>Class Concepts: Faculty Support for Care Plan development</p>	<p>Clinical 5 (7:30 am) (complete preplanning night prior) Students continue to provide all care and assessments Preplan due at start of preconference (mock grade) Post conference focus on experiences and focused assessments</p>
4/24-4/28	<p>Class Concepts Comprehensive Review Careplan due for grade (4/24)</p> <p>Complete Evaluations</p> <ol style="list-style-type: none"> 1. eSEI for course 2. SECEE for your instructor 	<p>Final evaluation</p> <ul style="list-style-type: none"> • Scheduled with clinical instructor • Bring final clinical evaluation tool completed to your scheduled meeting 	<p>Clinical Wrap-Up Clinical 6</p> <ul style="list-style-type: none"> • Pre-plan night prior <p>Preplan due at start of preconference for Grade</p>
Finals Week 5/1-5/5			



MEMORANDUM

2C.3

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Approval of Nursing Course Equivalent for CNA Training

Emory University is seeking approval of NRSG 312 Foundations of Nursing Practice, NRSG 314 Clinical Practicum I and NRSG 380 Health Assessment as a course equivalents for CNA training. This portion of the Nursing Program meets the requirement that the Board has determined for a CNA Training Program. See Md. Health Occupations Code Ann. § 8-6A-05 and COMAR 10.39.02.05.07.

NRSG 312 Foundations of Nursing Practice is a two credit course with two contact hours dedicated to theory/didactic instruction. In the course, students gain a foundation for the fundamental principles of the practice of nursing. Critical thinking, the nursing process, and evidence-based practice are the main focus of this course.

NRSG 314 Clinical Practicum I is a two credit course with forty-five contact hours dedicated to lab instruction and sixty contact hours of clinical instruction. The primary goal of this course is to enhance clinical skills through the planning and implementation of care of adults. During the laboratory hours, students are able to focus on developing competency in basic nursing skills. The nursing process is emphasized along with evidence based nursing practice.

NRSG 380 Health Assessment is a three credit course with thirty contact hours dedicated to theory/didactic instruction and forty-five contact hours dedicated to lab instruction. In this course, students are provided with the beginning level knowledge and psychomotor skills necessary for assessing the health status of clients. The nursing process is utilized as a framework for students to elicit health histories and perform physical examinations in a systematic manner.

EMORY UNIVERSITY
NELLY HODGSON WOODRUFF SCHOOL OF NURSING
NRSNG 312 Syllabus Fall 2016

COURSE NUMBER, TITLE:	NRSNG 312, Foundations of Nursing Practice
PRE-REQUISITES:	Admission to the Nursing Program
CO-REQUISITES:	NRSNG 310 Pathophysiology NRSNG 312 Foundations of Nursing Practice NRSNG 380 Health Assessment NRSNG 322 Health Promotion & Wellness NRSNG 309 Social Responsibility & Bioethics in Nursing
CREDIT ALLOCATION:	2 credit hours (lecture) Lecture: 2 credit = 2 contact hours total=30
PLACEMENT:	First semester
FACULTY:	Alex Finch MSN, RN, CEN-BC, Course Coordinator Clinical Instructor Room #319, SON (404)-727-7680 (office) Office Hours: Monday 11am-1:00pm, SON Virtual Office Hours: By appointment via Vidyo Conference Tishana Gary, DNP, APRN, FNP-BC, Course Co-Coordinator Clinical Instructor Room #227, SON Office Hours: Tuesday 11a-2p Virtual Office Hours: By appointment via Vidyo Conference
COURSE DESCRIPTION:	The goal of this first-semester course is to provide a foundation for fundamental principles of practice for professional nursing and basic nursing care through classroom content and practical application in the associated course, NRSNG 314, Clinical Practicum I. The focus of this course is to present an overview and introduction to the principles of critical thinking, bioethics, nursing process, evidence-based practice, communication, health promotion/disease prevention, informatics, and patient-centered care as they are applied to health challenges in a variety of settings.

CURRICULAR THREADS: This course will address NHWSN curricular threads of: bioethics/social responsibility, scholarship/evidence based practice, teamwork and collaboration, patient and family centered care, and informatics.

COURSE OBJECTIVES: At the end of this course the student will be able to:

1. Apply the principles of critical thinking as they relate to planning health care for individuals, families, and communities.
2. Communicate effectively using written, verbal, and emerging technology methods for safe and effective care in the clinical setting.
3. Employ the components of the nursing process in clinical application.
4. Identify the principles of evidence-based practice and their application in the clinical setting.
5. Engage in ethical reasoning and actions to promote advocacy, collaboration, and social justice as a socially responsible citizen.
6. Describe inter-disciplinary practice within the healthcare system and tools for effective communication between disciplines.
7. Demonstrate an understanding of the role of information technology in improving patient care outcomes and creating a safe care environment.
8. Describe factors which influence the health of individuals and families including culture, spirituality, genetics, and environment.
9. Investigate the principles and interventions of illness prevention and health promotion from infancy to adulthood.

BSN ESSENTIALS MET: Essential I: Liberal Education for the Baccalaureate Generalist Nurse
Essential III: Scholarship for Evidence-Based Practice
Essential IV: Information Management and Application of Patient Care Technology
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential IX: Baccalaureate Generalist Nursing Practice

TEACHING/LEARNING METHODS:

Lecture/discussion, questioning and dialogue, in-class small group activities, small group collaborative assignments, online case studies, role playing, student presentations, conferences with professor

COURSE OVERVIEW: This course, together with NURS 314, provides an introduction to the practice of professional nursing through a combination of classroom, skills laboratory, and supervised clinical practice activities. Classroom learning focuses on content which is foundational to the practice of professional nursing.

Psychomotor skills are taught through a combination of audiovisual media, computer simulations, and demonstration. Independent and

supervised laboratory practice provide opportunities for students to develop beginning-level competencies before proceeding to clinical settings for additional practice and refinement of psychomotor skills.

Clinical practice occurs under faculty supervision in adult health settings. Multiple opportunities exist in the clinical practice setting for the application of didactic and psychomotor learning from all concurrent nursing courses.

REQUIRED TEXTBOOKS/READINGS:

1) Assessment Technologies Institute (ATI) Resources

2) F.A. Davis Fundamentals Bundle ISBN 978-0-8036-4543-1

(items included in bundle listed below and available via Emory B&N Bookstore):

- Davis Edge RN Fundamentals Access Card
- RN Skills Video Access Card Unlimited Access 3e
- F.A. Davis Calculating Dosages Online Access Card
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- Wilkinson, J. M., Treas, L. S., Barnett, K. L., & Smith, M. H. (2015). *Fundamentals of nursing* (3rd ed., Vol. 2). Philadelphia, PA: Davis Company, F.A.

3) Nursing Central Smartphone App from Unbound Medicine (electronic package of the following):

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- Leeuwen, Poelhuis-Leth, & Bladh. Davis's laboratory and diagnostic tests (2nd edition). Philadelphia: F.A. Davis Company.
- Taber's medical dictionary (22ed edition). Philadelphia: F.A. Davis Company.
- Vallerand, Sanoski, & Deglin. Davis's drug guide for nurses (13th edition). Philadelphia: F.A. Davis Company.
- Sommers. Diseases and disorders (4th edition). Philadelphia: F.A. Davis Company.
- Medline Search
- Medline Journals

COURSE REQUIREMENTS:

1. Students must earn a minimum average of 70% on tests in order to earn a course grade of "C" or above. Grades on out of class assignments/papers are added to the final grade after a minimum average of 70% has been achieved on tests. This does not include ATI exams. Students who earn a course grade lower than a "C" will not progress to the next clinical course
2. Preparation for all classes. Students are to review weekly objectives & applicable readings, and complete assignments as posted. This preparation is to be completed *prior to* lecture.
3. Attendance for all assigned exams. See school policy later in this document for missed tests.

4. Attendance for all class sessions. Unexcused absences will result in a 2-point grade deduction per missed class session and student will be required to provide appropriate documentation validating the reason for the absence.
5. Students are expected to demonstrate professional behaviors including professional demeanor, positive contribution to the class, respect for others, and interpersonal skills consistent with personal accountability and professional integrity. Students should exemplify professional conduct/dress code for all classes.
6. **Electronic Devices:** Use of laptop computers and handheld electronic devices (i.e. phones, PDA's, etc.) is permitted in class to assist learning. Any use of any device that leads to distraction from the learning for other students will not be tolerated. Inappropriate use may include viewing online content not related to the class (including social networking sites), text messaging, answering phone calls, viewing video, and listening to music on such devices. Please silence cell phones during class. Phones placed on vibrate can also be distracting to others. Voice and video recording of lectures is strictly prohibited.
7. **Tardiness:** If students arrive when class is in session, please enter quietly as to not disturb classmates. Please keep in mind that breaks will be at approximately 10 minutes before the top of each hour (except on exam days), so if possible please wait until the next break before entering.
8. All course communication outside of class will be done via announcements posted in Canvas.
9. All private communication must be done through Emory University e-mail. Students are expected to check their Emory e-mail daily and are responsible for all communications sent regarding this course.

CANVAS

This learning system (www.canvas.emory.edu) will be used throughout the course, (i.e. communicate announcements to the class, student assessments, grades, etc.). **Students should check this site on a regular basis.**

GRADING SCALE

Letter	Numerical grade		Letter	Numerical grade
A+	97-100		C+	77-79
A	93-96		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
			F	59 and below

All grades will be posted individually on the course web page.

ASSIGNMENTS	%	DUE DATE
Completion of ATI Tutorials (2):	S/U	
-Achieve: Preparing for Clinical Experiences		10/2
-Learning System RN: Fundamentals 1 & 2		12/4
Davis Edge Practice Assessments (4)	16%	9/4; 9/18; 10/16; 11/6
Exam One*	20%	9/28 BSN; 10/17 ABSN
Exam Two*	20%	10/26 BSN; 11/7 ABSN
Exam Three*	20%	11/9 BSN; 11/21 ABSN
Final Cumulative Exam*	20%	12/9
Class Participation	4%	N/A

***Average of 70 required for these elements before the final grade is calculated.**

NOTE: Please note that all tests are considered to be the property of the school and no test questions may be copied.

Every assignment submitted by the student must contain the following statement on the cover page:
"I certify that this document represents my work and is in compliance with current APA writing standards and the Undergraduate Student Handbook."

Signature

Date

With any paper submitted, up to ten points may be deducted for deficient writing style (clarity, grammar, spelling) and improper use of APA style. Papers are due to faculty on the assigned due date unless prior arrangements have been made.

All papers are to be turned in with a cover page and signed statement of individual work. Students should turn in papers via the Assignment Managers on Blackboard. Unauthorized late papers will receive a 5-point grade deduction per day. The Emory Writing Center is available to proof any papers.

Any paper receiving a grade of less than 75 will automatically receive a blind second read by another instructor. The two paper grades will be averaged for the final paper grade but cannot receive higher

than a 75. (Papers with a grade of 75 or higher may not have a second read requested.) If the averaged paper grade is a 74 or less, the student will be required to re-write the paper. The grade of the rewritten paper will represent the final paper grade and may not exceed 75.

DAVIS EDGE FUNDAMENTALS PRACTICE ASSESSMENTS

Davis Edge is an adaptive, online learning platform providing you with the practice needed to improve your scores on classroom and NCLEX exams through individualized quizzes and is desktop, laptop and tablet compatible. Students are required to complete **4** practice assessments and should refer to course calendar for assessment due dates. Assessments will be worth 16% of total course grade. Late submissions may be considered for partial credit at the discretion of the course coordinator.

ATI LEARNING SYSTEM RN AND ACHIEVE

Learning System RN provides assessments that give students additional opportunities to practice taking NCLEX style exams:

- Time spent in these 2 modules and assessments are required for all students and are recommended for students needing remediation or additional practice taking NCLEX style exams.
- There are no points associated with Learning Systems
- Learning System RN: Fundamentals I & II should be completed by **Sunday, 12/4/16, 11:59pm.**

Achieve is an interactive tutorial with multimedia that supports student success in study skills, test taking, and learning styles and strategy preferences. The tutorial contains five modules that offer evidence-based recommendations to aid nursing students at all levels in enhancing their experience as learners and test takers. The tutorial contains detailed information including in-depth information to prepare students for success in completing their clinical experiences:

- Time spent in the “Preparing for Clinical Experiences” module is required for all students. This module should take approximately 40 minutes to complete (student need to complete the 1 module only).
- Achieve: Preparing for Clinical Experiences module should be completed by **Sunday, 10/2/16, 11:59pm.**

EXAMS

Exams 1-3:

Exams 1-3 will each consist of 50 questions that cover specific course content. An exam blueprint will be posted on Blackboard prior to each exam. Each exam will be worth 20% of the total course grade.

Final Cumulative Exam:

The final exam will consist of approximately 100 questions. Questions will cover new material since exam 3 in addition to content covered on exams 1 & 2. An exam blueprint will be posted on Blackboard prior to final exam. The final cumulative exam will be worth 20% of the total course grade.

Tardiness to Exams:

It is recommended that students arrive at least 15 minutes before all scheduled exams and be ready to begin at scheduled start time. Exams will stop at scheduled time regardless of when the student begins the exam.

Exam Absence:

Students who expect to be absent from a scheduled course test must notify the Course Coordinator of the impending absence at a minimum of one-half hour before the scheduled test. Notification may be in the form of a telephone call or an email.

Students who are absent from a scheduled course test must supply acceptable documentation to support their absence (for example, a primary care provider's note, an obituary or an accident report) to the Course Coordinator.

Students who supply acceptable documentation will be eligible to make up the missed test. A make-up date and time will be assigned by the Course Coordinator. Students who do not provide acceptable documentation to support their absence will receive a grade of zero for the test. Students who fail to take the make-up test at the scheduled date and time will receive a grade of zero for the test.

Students who wish to appeal a grade of zero for a missed test or make-up test should be prepared to supply acceptable documentation, as noted above, to support their appeal to the Course Coordinator and the BSN Program Director.

Posting of Exam Grades:

All exam grades will be posted in Canvas once all students have taken the exam and exam analysis has been completed by course coordinators.

CLASS PARTICIPATION

Preparation and active participation are essential to synthesizing knowledge through in-class discussion. Students will have opportunities to participate in class discussions and engagement activities.

You will note that class participation accounts for **4%** of your total grade in this course. The grading criteria for the class participation component of the course are explained below.

Behaviors counting towards class participation:

- Asking thought provoking questions.
- Scholarly discussion board posts.
- Answering questions in class.
- Making comments relating to material in the text, and for sharing relevant experiences).

Value-added behaviors:

- Responding to comments or questions in from another question (including answering questions asked by a student in class or via discussion board).
- Constructively disagreeing with something in the text or statement in class by instructor or another student.
- Engaging with guest speakers.

Behaviors to avoid:

- Inattention or carelessness.
- Pretending to be listening while texting or browsing online.
- Speaking without being recognized.
- Making fun or otherwise berating something said by another person.

Course Coordinators will regularly write anecdotal notes at the conclusion of each class session. At the end of the course, faculty will ask all students to send a correspondence which summarizes your contributions across the course In addition to the grade you feel these contributions merit. The lead course instructor will respond to your correspondence with the grade and feedback.

NHWSN POLICY:

Please reference the handbook below for the following policies:

1. ADA and Students with Disabilities
2. Plagiarism
3. Diversity statement
4. NHWSN Grading Scale
5. Academic Integrity
6. Inclement weather
7. Communication with faculty
8. Student health center

BSN Handbook:

<http://www.nursing.emory.edu/includes/documents/site-wide/handbooks/15-SON-ADMIN-0023%20BSN%20Handbook%202015-16%20final.pdf>

EMORY UNIVERSITY
NELL HODGSON WOODRUFF SCHOOL OF NURSING
NRSG 314 Syllabus Fall 2016

COURSE NUMBER, TITLE:	NRSG 314, Clinical Practicum I
PRE-REQUISITES	Admission to nursing program
CO REQUISITES:	NRSG 310 Pathophysiology NRSG 312 Foundations of Nursing Practice NRSG 380 Health Assessment NRSG 322 Health Promotion & Wellness NRSG 309 Social Responsibility & Bioethics in Nursing
CREDIT ALLOCATION:	<i>2 credit hours</i> <i>On-Campus Clinical (Skills Laboratory): 1 credit = 45 contact hours Total = 35 hours lab plus 10 hours skills video</i> <i>Off-Campus Clinical: 1 credit = 60 contact hour Total= 60</i>
PLACEMENT:	First semester
FACULTY:	Alexandra Finch, MSN, RN, CEN-BC, Course Coordinator Clinical Instructor Room #319, SON (404)-727-7680 (office) Office Hours: Monday 11am-1:00pm, SON Virtual Office Hours: By appointment via Vidyo Conference Michael Garbett, MSN, RN, CCRN, Course Coordinator Clinical Instructor Room # 303 (404) 709-1174 <u>Skills Lab Instructors</u> Lily Anicat Helen Baker Shonkeisha Byrd Kathy Forte Tishana Gary Chanda Harrison Gladys Jusino-Leon Priscilla Hall Lori Modly Quyen Phan Saly Pius Sandra Spence

Olga Turner
Elizabeth Woods

Hospital Clinical Instructors

Helen Baker
Simone Baker
Janis Franklin
Michael Garbett
Tishana Gary
Marcia Hampton
Goodwin
Chanda Harrison
Gladys Jusino
Adlene McElroy
Shirly Kooran
Quyen Phan
Saly Pius
Jennifer Shamloo
Teresa Tayco
Olga Turner
Elizabeth Woods
Anthonia Ash
Deborah Southard-Goodwin
JoAnn Lindsey
Sonya Allen
Tishana Gary

- COURSE DESCRIPTION:** The goal of this course is to foster clinical skills in the planning and implementation of care of adults, including older adult, with an altered health status applying classroom content from NRS 312: Foundations of Nursing Practice, NRS 380 Health Assessment, NRS 310 Pathophysiology for Nurses, and NRS 309 Social Responsibility & Bioethics in Nursing. The laboratory sessions focus on developing competency in basic nursing skills and related documentation. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced based nursing practice, standards of quality and safety, and principles of cultural awareness.
- CURRICULAR THREADS:** This course will address the NHWSN curricular concept threads of ethics/social responsibility, patient and family centered care, scholarship/evidence based practice, informatics, teamwork/collaboration and basic science foundations.
- COURSE OBJECTIVES:**
1. Apply knowledge of liberal arts/science, human development

and nursing science as the basis for clinical judgment (diagnostic, bioethical, and therapeutic) in caring for adult clients.

2. Apply the clinical reasoning process, at a beginning level, that supports evidenced based practice in caring for adult clients.
3. Use the clinical reasoning process at a beginning level, recognizing the individual's cultural uniqueness and social determinants, and identifies nursing implications of related health concerns.
4. Demonstrate communication theories and techniques to collect health data, develop therapeutic relationships with adult clients, and their families and interact effectively with peers, faculty and health team members.
5. Evaluate progress toward professional growth.
6. Demonstrate professional behavior by working collaboratively, taking responsibility for learning, and being accountable for actions.
7. Demonstrate a beginning understanding of the role of the nurse as a patient advocate within the interdisciplinary healthcare team.
8. Discuss a beginning understanding of the legal and bioethical implications of nursing care.
9. Demonstrate critical thinking proficiencies through development and implementing basic plans of care to address client needs.
10. Demonstrate competency in performing and documenting psychomotor skills based on nursing care standards in simulated and actual clinical settings.

BSN ESSENTIALS MET:

Essential I: Liberal Education for the Baccalaureate Generalist Nurse
Essential IV: Information Management and Application of Patient Care Technology
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential VIII: Professionalism and Professional Values
Essential IX: Baccalaureate Generalist Nursing Practice

TEACHING/LEARNING METHODS:

Audio-visual media skill demonstrations
Self-directed study
Low fidelity simulation
Skill demonstration and practice
Case studies
Direct clinical care, development of care plans, online tutorials and practice exams
Conferences with instructors
Questioning and dialogue

COURSE OVERVIEW:

This course, in conjunction with NURS 312, provides an introduction to the practice of professional nursing through a combination of classroom, skills laboratory, and supervised clinical practice activities. Classroom learning focuses on content, which is foundational to the practice of professional nursing.

Psychomotor skills are taught through a combination of audiovisual media, computer simulations, and demonstration. Independent and supervised laboratory practice provides opportunities for students to develop beginning-level competencies before proceeding to clinical settings for additional practice and refinement of psychomotor skills.

Clinical practice occurs under faculty supervision in adult health settings. Multiple opportunities exist in the clinical practice setting for the application of didactic and psychomotor learning from all concurrent nursing courses.

REQUIRED TEXTBOOKS/READINGS:

1) Assessment Technologies Institute (ATI) Resources

2) F.A. Davis Fundamentals Bundle ISBN 978-0-8036-4543-1

(items included in bundle listed below and available via Emory B&N Bookstore):

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- Vallerand, Sanoski, & Deglin. Davis's drug guide for nurses (13th edition). Philadelphia: F.A. Davis Company.
- Sommers. Diseases and disorders (4th edition). Philadelphia: F.A. Davis Company.
- Medline Search
- Medline Journals

COURSE REQUIREMENTS:

1. Students must earn a minimum average of 70% on exams and quizzes in order to earn a course grade of “C” or above. Grades on out of class assignments/papers are added to the final grade after a minimum average of 70% has been achieved on exams and quizzes. This does not include ATI exams. Students who earn a course grade lower than a “C” will not progress to the next clinical course.
2. Attendance of all skills labs and clinical sessions is required. See policy later in this document. In cases of emergency (accident, death, or documented illness), it is the student’s responsibility to notify the clinical faculty if she/he is going to be absent from or late to the clinical setting. Please refer to the section on “POLICY FOR MISSED, MAKE-UP EXAMS & ON (SKILLS LABORATORY) / OFF CAMPUS CLINICAL SESSIONS.”
3. Satisfactory performance evaluation on three Observed Structured Clinical Exams (OSCE). If a satisfactory is not achieved, the following procedure will apply:
 - a. Student will request a remediation appointment with skills lab coordinator within 2 days to develop a remediation plan.
 - b. Student will request a repeat testing appointment with skills lab coordinator within 2 days.
 - c. If student is unsuccessful after 3rd attempt, no remediation is offered, and student will fail the course.
4. Students are responsible for ensuring their health clearance is complete prior to the beginning of clinical. Students will not be permitted to attend clinical if health clearance remains incomplete.
5. Students are expected to demonstrate professional behaviors including professional demeanor, positive contribution in lab, respect for others, and interpersonal skills consistent with personal accountability and professional integrity. Students should arrive in the lab and clinical setting on time and be prepared to work. Failure to comply with the above may result in dismissal from lab or the clinical setting and count as an absence for the day. Up to 10 points may be deducted from final course grade for professional misconduct.

The following rubric will be used:

- Clinical tardiness 4 or more times, inappropriate use of electronic devices more than once; failure to follow faculty instructions while in the clinical or lab setting more than 1 time; or rudeness or incivility to an instructor, hospital staff person, or peer 1 time; or inappropriate dress more than 1 time = 20 points off and possible clinical failure.
 - Tardiness to clinical 3 times = 10 points off final grade
 - Tardiness to clinical 2 times = 5 points off final grade
6. Preparation for all clinical lab sessions is required. Students are to review objectives and applicable readings, vocabulary and procedures for on-campus clinical experiences in addition to watching all assigned FA Davis skills videos. This preparation is to be completed *prior to* lab.
 7. No phone calls or texting in the skills lab or clinical setting. Smartphone use in clinical and lab should be restricted to access of references except during designated breaks.

8. Students are required to arrive to the clinical setting prepared to perform all fundamental skills as taught in skills lab. Faculty may prohibit any student deemed ill prepared to meet objectives and/or provide safe care from participating in clinical experiences.
9. Proper uniform and professional attire (scrubs) with nametags will be worn any time the student is in the classroom, lab and clinical settings. When preparing for clinical and not directly participating in the care of patients, lab coats with professional business casual (closed-toed shoes, no shorts or cutoffs) must be worn with appropriate identification.
10. Achievement of satisfactory rating for clinical experiences is required. An unsatisfactory evaluation in clinical practice results in course failure regardless of progress in the didactic portion of the course. A student who fails a clinical session will receive an F in the course, irrespective of previous or subsequent test grades.
11. Completion of a careplan on an assigned patient and thorough clinical knowledge of each assigned patient each week of hospital clinical. One completed clinical careplan will be submitted for a grade. (Please see Policy on Student Preparation for Clinical Experiences posted on Canvas.)
12. Participation in clinical self-evaluation and course evaluation at the conclusion of the semester.
13. Completion of two posted ATI Practice tests. Students must achieve a score of 70% on the ATI Practice tests before the proctored test can be taken. Students may need to take the practice tests multiple times in order to achieve 70% (see ATI Policy).
14. Completion of one ATI Proctored test, which will count towards 10% of the final grade. A student who has not met the requirements of the ATI practice test cannot sit for the proctored test. This will result in a grade of "0" for the grade percentage for the proctored ATI test. A student who does not achieve a score of 70% on the proctored exam must complete a focused review (see ATI Policy Statement below).
15. Achievement of a score of 90% on the dosage calculation quiz. If the first attempt is unsuccessful, a second quiz will be taken after the student completes remediation. The course coordinator will determine the date of the second quiz. All students must achieve a score of 90% in order to pass the course and advance in the program. Students will not be allowed to administer medications until this 90% has been achieved.

ON-CAMPUS CLINICAL (SKILLS LABORATORY):

The on-campus clinical (laboratory) component of this course is designed to simulate a hospitalized patient situation as closely as possible. For this reason, the following student behaviors will be expected while in the clinical laboratory:

1. Preparation for each lab experience includes review of lab objectives, reading assignments and FA Davis Modules.

2. Nursing school uniforms (scrubs) with nametag will be worn in the laboratory at all times. These should be clean and wrinkle free. All policies related to hair, nails, makeup, and clothing as presented in the student handbook will be expected in the laboratory setting.
3. Students are expected to be on time.
4. Eating, drinking, and gum are not allowed in the lab. However, students will have break time during the lab period.
5. Students are expected to bring any necessary equipment for meeting the lab objectives: including but not limited to watch with second hand, smartphone with nursing resources, paper, pen, stethoscope and scissors. All other personal items are not allowed in the laboratory.

CANVAS:

This computer course organizer (www.classes.emory.edu) will be used throughout the course, (i.e. communicate announcements to the class, student assignments, grades, etc.). **Students are responsible for checking this site on a regular basis as outlined in the student handbook.**

BSN PROGRAM TESTING POLICY:

Students must earn a minimum average of 70% on tests and quizzes to pass the course with test/quiz scores weighted as defined on the syllabus.

Letter	Numerical grade		Letter	Numerical grade
A+	97-100		C+	77-79
A	93-96		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
			F	59 and below

Please refer to the *Undergraduate Student Handbook* for information regarding program progression.

All individual course grades will be posted individually in the course gradebook on Canvas. Final course grades will be posted in Opus.

ASSIGNMENTS	PERCENTAGE	DUE DATES*
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Dosage Calculation Quiz	S/U (90% required)	Due 9/3 11:59 pm (opens 9/2 12:01 am)
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Quiz 1	10%	Due 9/10 11:59 pm (opens 9/9 12:01am)
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Quiz 2	10%	Due 9/16 11:59 pm (opens 9/16 12:01am)
Quiz 3	10%	Due 9/24 11:59 pm (opens 9/23 12:01am)
Quiz 4	10%	Due 10/1 11:59 pm (opens 9/30 12:01am)
ATI Practice Test A	S/U	Due 10/2 11:59 pm (opens 9/25 12:01am)
ATI Practice Test B	S/U	Due 11/20 11:59 pm (opens 11/13 12:01 am)
ATI Proctored Test (ABSN)	10%	Given In Class on 11/23/16 (BSN) or 11/28/16
Observed Structured Clinical Exam 1	10%	9/8
Observed Structured Clinical Exam 2	10%	9/22
Observed Structured Clinical Exam 3	10%	9/30
Weekly Clinical Care Plan Drafts (3) due dates posted on course calendar)	S/U	Weekly (weeks 10-12, specific
Final Care Plan (posted on course calendar)	20%	Week 13 (specific due dates
Reflective Journals (2) due dates posted on course calendar)	S/U	Week 7 & Week 15 (specific
Clinical Performance	S/U	formative evaluation weekly by clinical instructor; summative evaluation provided during week 15

*Detailed assignment due dates can be found in Canvas.

NOTE: During an exam, any questions regarding specific test items may be WRITTEN on the back page of the exam and submitted to the instructor for clarification. Comments will be reviewed along with the report of the test item statistical analysis prior to posting test scores. Please note that all tests are considered to be the property of the school and no test questions may be copied.

Every assignment submitted by the student must contain the following statement on the cover page:

“I certify that this document represents my work and is in compliance with current APA writing standards and the Undergraduate Student Handbook.”

Signature

Date

With any paper submitted, up to ten points may be deducted for deficient writing style (clarity, grammar, spelling) and improper use of APA style (per APA manual 6th edition). Papers are due to faculty on the assigned due date unless prior arrangements have been made.

All papers are to be turned in with a cover page and signed statement of individual work. Students should turn in papers via the Assignment Managers on Blackboard. Unauthorized late papers will receive a 5-point grade deduction per day. The Emory Writing Center provides support for paper writing.

Any paper receiving a grade of less than 75 will automatically receive a blind second read by another instructor. The two paper grades will be averaged for the final paper grade but cannot receive higher than a 75. (Papers with a grade of 75 or higher may not have a second read requested.) If the averaged paper grade is a 74 or less, the student will be required to re-write the paper. The grade of the rewritten paper will represent the final paper grade and may not exceed 75.

ATI POLICY STATEMENT:

Overview

ATI is a comprehensive package designed to assist students in learning the information needed to provide safe, effective patient care and successfully pass the National Council Licensure Examination (NCLEX), the core requirement for practicing as a registered nurse. ATI materials and assessments should be considered supplementary and complementary to content taught in the classroom. As with all testing in the Nell Hodgson Woodruff School of Nursing, students are expected to abide by the honor system when taking ATI tests whether supervised by a faculty member or not. By signing the Honor Code pledge for the School and the profession of nursing, it is expected that students will remain ethical in all aspects of professional student life and their future professional careers.

Students are:

1. required to take both practice assessments associated with each proctored assessment.
2. required to access their individualized ATI Focused Review and spend at least one hour reviewing content after taking each practice assessment.
3. encouraged to review content and retake practice assessments until they earn a score of 80% or greater; however, retaking practice assessments without reviewing content is not recommended. Students may retake practice assessments multiple times and continue to review content via Focused Reviews. Scores on practice assessments will not count toward course grades.

Verification that students have taken both practice assessments and completed at least one hour of Focused Review for each practice assessment is required before students will be allowed to take the proctored assessment. **Failure to take a proctored assessment or required retake will result in a grade of zero for the assessment.**

Each proctored assessment counts at 10% of overall course grade.

Grades for proctored assessments are assigned as follows:

Proctored ATI Assessment Score	Grade	Focused Review built from Proctored Assessment	Retake Proctored Assessment
Level 3	90%	+ 10 points Minimum one hour	No retake
Level 2	80%	+ 9 points Minimum one hour	May earn 1 additional point if Level 3 achieved on <u>optional</u> retake
Level 1	70%	REQUIRED + 9 points Minimum two hours	REQUIRED May earn 1 additional point if Level 2 or 3 achieved on retake
Below Level 1	60%	REQUIRED + 9 points Minimum three hours	REQUIRED May earn 1 additional point if Level 1 achieved on retake or 11 additional points if Level 2 or 3 achieved on retake

All students are strongly encouraged to complete Focused Reviews after taking a proctored assessment in preparation for the NCLEX, regardless of score earned. Students earning a Level 1 or Below Level 1 on retake will work with faculty to create an individualized remediation plan.

Remediation

It is strongly recommended that students do Focused Review for any proctored assessment taken in a previous course on which you earned below a Level 2 in order to strengthen your ability to do well on the Comprehensive Predictor and subsequently NCLEX.

ATI testing comprises 3 components: (1) Practice Tests, (2) Proctored Tests, and (3) Focused Remediation

Practice Tests

For this course 2 practice tests (see assignments and dates in the syllabus) must be completed and a percent grade of 70% achieved before the proctored test can be taken. This may mean that you, the student, will need to take the test multiple times to achieve this goal. This also means that you should not wait until the evening before the proctored test to begin the practice tests. Plan accordingly.

A minimum of 70% is required to be eligible to sit for the proctored examination. Faculty will print a report the day of the test to be certain the student achieves the 70% before they sit for the proctored exam.

There will be a one-hour lock out window between practice tests to give you time to review and study the material that you did not know. Rationales will be available for practice tests 3 days prior to the proctored assessment. All practice tests must be completed prior to the scheduled day of the proctored test.

Proctored Test

The proctored test for the course will be given on an assigned day (see syllabus). Students must have the practice tests completed prior to the date of the scheduled proctored exam. A student who has not met the requirements of the practice test **will be prohibited from** sitting for the proctored test. This will result in a grade of "0" for the grade percentage for the proctored ATI test.

POLICY FOR MISSED, MAKE-UP EXAMS & ON (SKILLS LABORATORY) / OFF CAMPUS CLINICAL SESSIONS:

Students who expect to be absent from a scheduled course exam or quiz must notify the Course Coordinator of the impending absence at a minimum of one hour prior to the scheduled exam or quiz. Notification may be in the form of a telephone call, voice message or an email.

Students who are absent from a scheduled course exam or quiz must supply acceptable documentation to support their absence (for example, a primary care provider's note, an obituary or an accident report) to the Course Coordinator.

Students who supply acceptable documentation will be eligible to make up the missed exam or quiz. The Course Coordinator will assign a make-up date and time. Students who do not provide acceptable documentation to support their absence will receive a grade of zero for the test. Students who fail to take the make-up test at the scheduled date and time will receive a grade of zero for the test.

Students who wish to appeal a grade of zero for a missed test or make-up test should be prepared to supply acceptable documentation, as noted above, to support their appeal to the Course Coordinator and the BSN Program Director.

Attendance is required for all on and off campus clinical sessions. It is important that students not come to clinical if they sick (i.e. vomiting, diarrhea, fever, or major coughing in within 24 hours prior to clinical. Written documentation of illness from a licensed healthcare provider should be provided to the assigned clinical instructor within **72** hours of missed clinical day.

On Campus Clinical (Skills Laboratory): If an emergency (accident, death, or documented illness) causes an absence from lab, students must notify the course coordinator or skills lab coordinator immediately and before the lab.

The lab coordinator will schedule any make-up labs. Students who cannot attend the scheduled make-up lab will have 10 points deducted from their final lab grade. Labs cannot be made up without prior faculty approval.

Excused absences for illness will be rescheduled with the individual clinical instructor (and may be substituted with on-campus clinical experiences), but are highly discouraged. Unexcused absences from

clinical may jeopardize a student's ability to pass the clinical component of this course and will not be rescheduled.

NHWSN POLICY:

Please reference the handbook below for the following policies:

1. ADA and Students with Disabilities
2. Plagiarism
3. Diversity statement
4. NHWSN Grading Scale
5. Academic Integrity
6. Inclement weather
7. Communication with faculty
8. Student health center

BSN Handbook:

[http://www.nursing.emory.edu/ includes/documents/site-wide/handbooks/15-SON-ADMIN-0023%20BSN%20Handbook%202015-16%20final.pdf](http://www.nursing.emory.edu/includes/documents/site-wide/handbooks/15-SON-ADMIN-0023%20BSN%20Handbook%202015-16%20final.pdf)

EMORY UNIVERSITY
NELL HODGSON WOODRUFF SCHOOL OF NURSING

COURSE NUMBER, TITLE: NRSG 380, Health Assessment

PRE -REQUISITES: None

CO-REQUISITES: NRSG 310; Pathophysiology for Nurses
NRSG 312 Foundations of Nursing Practice
NRSG 314 Clinical Practicum I
NRSG 315 Population Health
Or RN/ Permission of the instructor

CREDIT ALLOCATION: 3 Semester Hours
Lecture: 2 credits = 2 contact hours Total = 30 hours
Lab: 1 credit = 3 contacts hours Total = 45 hours

PLACEMENT: First Semester, Fall 2016

FACULTY: Melissa Owen, PhD, RN
Lecture Coordinator
Office 336
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Email: mikenne@emory.edu

Hope Bussenius, DNP, APRN, FNP-BC
Lab Coordinator
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**Emory University's Student Communication Policy states that email is the primary medium for official communication and that all University communications sent via email will be sent to the student's email address assigned by the University. Please allow 24 hours for a response.*

COURSE DESCRIPTION: Health Assessment (N380) has been designed to provide the beginning level knowledge and psychomotor skills necessary for assessing the health status of clients. Students will use the nursing process framework to elicit health histories and perform physical examinations in a systematic manner and to determine areas in which health promotion activities should be implemented or reinforced. The influence of developmental stage, psychosocial factors, environment, and self-care practices will be examined in the context of an individual's health. Students will be introduced to a broad range of normal variations through supervised practice on peers in the laboratory setting. Further application will occur within concurrent and subsequent clinical nursing courses.

CURRICULAR THREADS: This course addresses the NHWSN curricular concept threads of ethics/social responsibility, patient and family centered care, informatics, and teamwork and collaboration.

COURSE OBJECTIVES:

1. Demonstrate ability to collect a comprehensive health history from a client.
2. Recognize the influence of developmental stage, lifestyle practices, cultural practices and psychosocial factors in the context of an individual's health.
3. Identify modifiable and non-modifiable risk factors associated with health promotion and disease prevention and management.
4. Utilize principles and techniques of physical examination for health assessment of clients.
5. Demonstrate understanding of the relationship of the health history to the physical examination.
6. Record and accurately report historical and physical examination data using correct terms and format.
7. Integrate health assessment into the assessment component of the nursing process.

BSN ESSENTIALS MET:

Essential VII: Clinical Prevention and Population Health

Essential VIII: Professionalism and Professional Values

Essential IX: Baccalaureate General Nursing Practice

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

NHWSN POLICY: Please see the current BSN Handbook for the following policies:

<http://www.nursing.emory.edu/includes/documents/site-wide/handbooks/15-SON-ADMIN-0023%20BSN%20Handbook%202015-16%20final.pdf>

1. *ADA and Students with Disabilities*
2. *Plagiarism*
3. *Diversity statement*
4. *NHWSN Grading Scale*
5. *Academic Integrity*
6. *Inclement weather*
7. *Communication with faculty*
8. *Student health center*

REQUIRED READINGS/ RESOURCES:

Bickley, L.S. (2013). *Bates' Pocket Guide to Physical Examination and History Taking* (7th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Wilkinson, J.M., Treas, L.S., Barnett, K.L., & Smith, M.H. (2016). *Fundamentals of nursing: Thinking doing, and caring, Volume 2* (3rd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins

ATI Nursing Education
www.atitesting.com

ATI Content Mastery Series Review Module: Fundamentals for Nursing (Available on ATI website or as hard copy book)

EHR Tutor (Electronic Health Record Documentation System)
www.ehrtutor.com

COURSE REQUIREMENTS:

Lectures: See course schedule and assignment due dates below. Attendance is required for all lectures. Students are expected to complete assigned readings, review posted powerpoints and lab sheets, and to view the assigned ATI videos before coming to class.

Lecture assignments:

Assignment	Due Date	Submission Format
Exam 1 (Weeks 1-6)	10/5/2016 8-950AM	Computer
Exam 2 (Weeks 8-12)	11/16/2016 8-950 AM	Computer
Final Exam (Cumulative)	12/8/2016, 1-3 PM	Computer
ATI Learning System	Practice 9/6/2016 11:59PM	None – faculty will pull ATI

Communication Practice & Final Tests	Final 11/29/2016 11:59PM	report
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Clinical Laboratory: Sessions will provide opportunities to apply information and skills learned in class. All sessions are held in Nell Hodgson Woodruff School of Nursing, Evans Center for Caring Skills. Students practice health assessment skills on partners and mannequins, thereby providing opportunities to experience the role of the client as well as the role of the nurse. Students will offer feedback to their peers and take an active part in helping each other.

Lab attire consists of your uniform per the student handbook. The lab is a simulation of patient interaction and must be treated as such. Students will be provided with a cloth exam gown at the time of the first lab. Gowns are to be kept by students and used throughout the course, and then returned at the end of the course. Each person must also bring in bike/ sports shorts and a sports bra (as appropriate) to wear under the gown when being examined. Students must come prepared to lab with all appropriate clothing and equipment in order to participate.

Students are responsible for printing and bringing the lab guide documents available on Canvas. Lab groups will work in dyads and triads, rotating the roles of patient, nurse and when in triads, observer. Each student will perform a history & physical examination, be evaluated by your instructor prior to leaving the lab, and document his or her findings as instructed. Lab faculty will provide feedback on lab assignments.

Lab Assignments:

Assignment	Due Date	Submission Format
Short Version Health History	24 hours after Week 3 Lab	Upload to Canvas
SBAR Communication/ EHR Documentation	24 hours after lab: Week 4 (Skin, Hair, Nails) Week 6 (HEENT & Neuro) Week 8 (CV/PV) Week 9 (Resp) Week 10 (Abdomen)	Upload recording into Canvas/ Complete documentation in EHRTutor
System Checkoffs	Week 4 Vital Signs Check Off Week 11 Neuro OR CV/PV Week 12 Resp OR Abd	No submission
SOAP Note	24 hours after Week 12 lab	Upload to Canvas
Comprehensive Physical Exam Check Off	Week 14 or 15	No Submission
Complete H&P Write-up	Due 24 hours after physical exam	Canvas

Detailed Assignment Descriptions:

Course Examinations: There are two exams and a comprehensive final that will be taken on the computer as noted on the course calendar. **Students must earn a minimum average of 70% on all tests in order to pass this course. Grades on other assignments/papers are only added to the final grade after a minimum average of 70% has been achieved on tests.**

Please note that all tests are considered to be the property of the school and no test questions may be copied.

ATI Learning System Communication Practice Test and Final: Each student will complete these tests on the ATI website. The practice test is due by 9/6 at 1159 PM, and the final test is due by 11/29 at 11:59 PM. Please take time to study and review the information in between taking the practice and final tests. By completing both tests by the due date and time will receive a 100% for this assignment. No partial credit will be given, and late attempts will not be counted. Faculty will review report in ATI, no submission from students is needed for this assignment.

Short Health History: Students will complete a short health history interview in lab and submit written documentation via Canvas as a word document per due date.

SBAR Communication/ EHR Documentation: Student will audio record SBAR (Situation-Background-Assessment-Recommendation). Recordings should be uploaded to Canvas. There are five total – Skin, HEENT/Neuro, Respiratory, CV/PV, and Abdomen. Students are to include patient history and describe “normal” findings in SBAR report. In addition to verbal documentation, students are to document subjective history under “Provider” including chief complaint, history, and review of systems. Students will also chart vital signs and assessment findings in EHRTutor under “Flowsheets.” Grading for each is satisfactory or unsatisfactory. Unsatisfactory documentation may be resubmitted one time as correction. For satisfactory verbal and written documentation students will receive a “100.” If communication and/or documentation is not submitted on time, or second attempt is still unsatisfactory, students will receive a 0 for the attempt.

System Check-offs: There will be three system checkoffs prior to the final comprehensive physical exam. For the first check off, all students will check perform vital signs (Heart rate, Respirations, and Blood Pressure). For the second check off, students will randomly assess HEENT/ Neuro or Cardiovascular/ Peripheral Vascular. For the third check off, students will randomly assess Respiratory/ Thorax or Abdomen. The grade for this assignment will be the average of the 3 checkoffs

SOAP note: Each student will submit one focused SOAP note on the system performed for the third check off. This will be submitted as a word document via Canvas.

Comprehensive Physical Exam Check-off: At the end of the course, students will be required to perform a comprehensive physical examination on a lab partner. You and your partner(s) will sign up for a time with your instructor. Students must earn a competency level of 90% on this assignment to pass the course. If the grade earned is less than 90%, the student will be given one additional opportunity to pass the practical component. Students will be given only two

opportunities to earn 90%. If a 90% is achieved on the second try, the final grade for the assignment will be the average of both attempts. **Failure to earn 90% on the second attempt will result in failure to pass N380.**

Comprehensive History and Physical Write-up: After completion of the Comprehensive Physical Exam, students will demonstrate appropriate documentation utilizing the form provided within 24 hours after the comprehensive exam check off via Canvas.

Attendance for Lectures and Labs: Preparation, attendance and active participation in all lectures, labs, and exams is mandatory. Students should make every effort to notify faculty in advance of an absence. Students who are absent from a scheduled exam or lab must supply acceptable documentation to support their absence (for example, a primary care provider's note, an obituary, or an accident report) to the Course Coordinators. Students who supply acceptable documentation will be eligible to make up the missed exam or lab. A make-up date and time will be assigned by the Course Coordinator. Students who do not provide acceptable documentation to support their absence will receive a grade of zero for the lab assignment for the day. Students who fail to take the make-up test at the scheduled date and time will receive a grade of zero for the test. Students who wish to appeal a grade of zero for a missed test or make-up test should be prepared to supply acceptable documentation, as noted above, to support their appeal to the Course Coordinator and the BSN Program Director.

Students are expected to demonstrate professional behaviors including professional demeanor, positive contribution in labs, respect for others, and interpersonal skills consistent with personal accountability and professional integrity. Students should arrive in the lab on time and be prepared to work. Failure to comply with the above may result in dismissal from the class and count as an absence for the day. Up to **10 points may be deducted from final course grade** for professional misconduct. Specifically, the following final course grade deductions could apply:

10 points off of final course grade due to:

Absent from or late to lab 4 or more times

Inappropriate use of electronic devices during lab more than once

Failure to follow faculty's instructions while in the lab setting more than 1 time

Rudeness or incivility to an instructor, lab employee, or peer 1 time

Inappropriate dress in lab more than 1 time

5 points off of final course grade due to:

Absent from or late to lab 3 times

4 points off of final course grade due to:

Absent from or late to lab 2 times

LATE ASSIGNMENT POLICY:

Written assignments (Short health history, SOAP, H&P Write-up) will receive a five (5) point deduction for each day late. Assignments will not be accepted more than 3 days past the deadline. SBAR/ EHR Tutor documentation will not be accepted after the due date.

EVALUATION AND GRADING

Assignment	Percent of grade
Short version health history	2.5%
ATI LS Communication	2.5%
SBARS (5 @ 1% each)	5%
System Check offs (3)	10%
SOAP Note	5%
Final Check off	10%
Final Write up	10%
Exam #1	15%
Exam #2	15%
Comprehensive Final	25%

GRADING SCALE: *Students who earn a course grade lower than a "C-" will not progress to the next clinical course.*

<u>Numerical Grade</u>	<u>Letter Grade</u>		<u>Numerical Grade</u>	<u>Letter Grade</u>
<u>97-100</u>	<u>A+</u>		<u>73-76</u>	<u>C</u>
<u>93-96</u>	<u>A</u>		<u>70-72</u>	<u>C-</u>
<u>90-92</u>	<u>A-</u>		<u>67-69</u>	<u>D+</u>
<u>87-89</u>	<u>B+</u>		<u>63-66</u>	<u>D</u>
<u>83-86</u>	<u>B</u>		<u>60-62</u>	<u>D-</u>
<u>80-82</u>	<u>B-</u>		<u>59 or less</u>	<u>F</u>
<u>77-79</u>	<u>C+</u>			

Class Schedule

Week	Lecture (Wed)	Lab (Mon or Tues)	Readings/ Assignments
1	8/24 Intro to Course The Interview Process Dr. Owen	8/29-8/30 Intro to Lab	Reading: Bickley Ch 1 Wilkinson Ch 3 & 21 ATI Ch 32 ATI Video: None Assignment: Review the Syllabus
2	8/31 Subjective History HA Techniques Dr. Owen	9/5-9/6 No Lab	Reading: Bickley Ch 3 Wilkinson Ch 18, Ch 22 p219-223 ATI Ch 26 ATI Video: None Assignment: ATI Communication Practice Due 9/6
3	9/7 General Survey Vital Signs Dr. Owen	9/12-9/13 Health History Vitals Signs	Reading: Bickley Ch 4 Wilkinson Ch 22, p223-226 ATI Ch 27 ATI Video: Level of Consciousness, general patient survey, and vital signs Assignment: Short version health history due 24 hours after lab
4	9/14 Skin, Hair, Nails Dr. Owen	9/19-9/20 Vital Signs Check off Skin, Hair, Nails Practice	Reading: Bickley Ch 6 Wilkinson Ch 22, p 226-236 ATI Ch 30 ATI Video: Integument

			Assignment: Skin, Hair, Nails SBAR
5	9/21 HEENT Dr. Bussenius	9/26-9/27 HEENT Practice	Reading: Bickley Ch 7 Wilkinson Ch 22, 236-258 ATI Ch 28 ATI Video: Head, Face, & Neck Eyes, Ears, Nose, Throat Assignment: None
6	9/28 Neuro	10/3-10/4 Neuro Practice	Reading: Bickley Ch 17 Wilkinson Ch 22, p284-297 ATI Ch 31, p296-305 ATI Video: Neurological Assignment: HEENT & Neuro SBAR
7	10/5 Exam #1 Dr. Owen/ Dr. Bussenius	10/10-11 No Lab	Reading: None Video: None Assignment: Study Hard!!
8	10/12 Cardiovascular/ Peripheral Vascular Dr. Owen	10/17-10/18 CV/PV Practice	Reading: Bickley Ch 9 & 12 Wilkinson Ch 22 p265-271 ATI Ch 29, 272-274; Ch 30 (review) ATI Video: Cardiac Assignment: CV/PV SBAR

9	10/19 Respiratory/ Thorax Dr. Zhang	10/24-10/25 Respiratory Practice	Reading: Bickley Ch 8 Wilkinson Ch 22, p 260-265 ATI Ch 29, 269-272 ATI Video: Respiratory Assignment: Respiratory SBAR
10	10/26 Abdomen/ Nutrition	10/31-11/1 Abdomen Practice	Reading: Bickley Ch 11 Wilkinson Ch 22, p272-277 ATI Ch 29, p 274-277 ATI Video: Abdomen Assignment: Abdominal SBAR
11	11/2 Musculoskeletal Ms. Otuguor/ Dr. Owen	11/7-11/8 MSK Practice System Check-off #1 (Neuro or CV/PV)	Reading: Bickley Ch 16 Wilkinson Ch 22, p 277-284 ATI Ch 31, p 293-295 ATI Video: Musculoskeletal Assignment: None
12	11/9 SOAP Notes/ Putting it all together Dr. Owen	11/14-11/15 System Check-off #2 (Respiratory or Abdomen)	Reading: Bickley Ch 2 Wilkinson Ch 22, p 306-307 ATI Video: *Review Davis Edge video "Brief Bedside Assessment" Assignment: SOAP Note
13	11/16 Exam #2 Dr. Owen/ Dr. Bussenius	11/21-11/22 Final check off Practice	Reading: None ATI Video:

			None Assignment: Study hard!
14	11/23 Open Lab Practice Dr. Bussenius	11/28-11/29 Final Checkoffs	Reading: None ATI Video: None Assignment: Complete H&P ATI LS Communication Final Due 11/29
15	11/30 Developmental Issues: Pediatrics/ Geriatrics	12/5-12/6 Final Checkoffs	Reading: Bickley Ch 18 & 20 ATI Video: Physical Assessment – child (Recommended) Assignment: Complete H&P
Final Exam	12/8 1-3 PM Dr. Owen		



MEMORANDUM

2C.4

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Approval of Nursing Course Equivalent for CNA Training

Radford University is seeking approval of NURS 345 Foundations of Clinical Practice as a course equivalent for CNA training. Currently, NURS 343 Nursing Therapeutics and NURS364 Nursing of the Adult I are course equivalents for Radford. These courses are being replaced with NURS 345. This portion of the Nursing Program meets the requirement that the Board has determined for a CNA Training Program. See Md. Health Occupations Code Ann. § 8-6A-05 and COMAR 10.39.02.05.07.

NURS 345 Foundations of Clinical Practice a seven credit course with a total of four credits of theory/didactic instruction, two credits (eighty-four hours) of clinical instruction, and one credit (twenty-eight hours) of lab instruction. In the course, students will gain an introduction to professional nursing. Theoretical basis, basic skill and clinical experiences are offered to students to be able to apply nursing techniques designed for the promotion of balance for the patient with the environment. Evidence based theory and clinical practice are used to enhance the learning experience.

**RADFORD UNIVERSITY
SCHOOL OF NURSING
COURSE SYALLABUS**

<u>Course Number:</u>	NURS 345
<u>Course Title:</u>	Foundations of Clinical Practice
<u>Course Credit & Clock Hours:</u>	7 Semester Hours: 4 credits Didactic, 1 credit skills lab (28 hours), 2 credits clinical (84 hours direct care clinical hours)
<u>Placement in Curriculum:</u>	Level One

Catalog Description:

This course is an introduction to Professional Nursing and provides the theoretical basis, basic skills and clinical experience to apply nursing techniques designed to promote balance in the patient's interaction within the environment. The objectives and content of this Level 1 Course are derived from the School of Nursing's philosophy and conceptual framework, and facilitate achievement of the School's program objectives. Additionally, the *Essentials for Baccalaureate Education for Professional Nursing Practice* are conceptualized to include community based nursing practice and care of the older adult. The major topics and skills covered in this course represent areas covered on standardized achievement examinations and the NCLEX-RN Test Plan. Current research and advancement in theory and clinical practice also determine content.

This course is designed to assist clients in meeting their human needs and focuses on the use of the Nursing Process and forms the basis for all future nursing courses.

Course Objectives:

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

1. Apply the nursing process in an interdependent manner to plan and deliver compassionate, patient-centered, evidenced-based care that respects patient and family preferences
2. Apply critical thinking and utilization of the nursing process to provide safe patient care and complete patient care assignments.
3. Utilize evidence based practice to provide patient care.
4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
5. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.
5. Demonstrate the application of psychomotor skills (basic nursing skills as outlined in requirements) in an interdependent manner in the delivery of safe, efficient, and compassionate patient care.
6. Recognize the patient and family as a partner within the health care team through examination of the nurse's role as advocate for patient rights.

7. Use standardized terminology and effective communication techniques in collaboration with other members of the health care team to deliver evidenced-based, patient-centered care.
8. Utilize therapeutic communication to establish effective nurse-patient relationships that assist in promoting positive patient outcomes.
9. Develop an awareness of the patient's, self and health care provider's values in making decisions to resolve ethical dilemmas.
10. Collaborate with other health care professionals and patients to provide appropriate patient care to the older adult.
11. Collaborate with other health care professionals and patients to provide appropriate care that considers cultural, diversity and spiritual needs of patients.
12. Accept oneself as an independent learner who is beginning to assimilate new concepts, knowledge, and experiences of evidenced-based professional nursing practice.
13. Assume accountability for personal and professional behaviors through demonstration of an appreciation of the historical, legal, and contemporary issues that impact current nursing practice.
14. Identify the impact of chronic diseases on the patient, families, communities, medical and nursing professions and society as a whole.
15. Identify the role of the professional nurse in health prevention and promotion.
16. Identify the legislative and policy issues that impact health care delivery and the practice of nursing by reviewing current global/international health trends, finance and regulatory environments, and the rules and regulations of the Code of Virginia related to Nursing.
17. Demonstrate the ability to transfer theory to clinical practice by application of critical thinking in patient situations as evidenced by verbalization and completion of satisfactory concept map.

Topical Outline

Emphasis is placed on the following concepts/theories:

1. Introduction to Concepts for Community-Based Nursing Practice
 - a. Introduction to Professional Nursing
 - b. Professional Behaviors
 - c. Introduction to Scholarly Writing
 - d. Community-Based nursing practice and the changing health care delivery system
 - e. Historical Perspectives of Nursing
 - f. Strategies for Implementing Nursing Care
 - g. Critical Thinking Throughout the Nursing Process
 - h. Assessment to form the basis of planning nursing care and interventions
 - i. Identification of patient goals and outcomes
 - j. Evaluation of interventions
 - k. Development of a concept map utilizing the nursing process
 - l. Communication/Nurse Patient Relationship
 - m. Documentation of the Nursing Process

- n. Teaching/Learning Theory
 - o. Chronic Disease Management/Role of the Professional Nurse
-
- 2. Selected Concepts Relevant to Nursing Practice
 - a. Values and Ethics
 - b. Legal issues
 - c. Spirituality/Sexuality
 - d. Culture and Diversity
 - e. Health and Illness
 - f. Introduction to Community with the emphasis on the role of the Professional Nurse
 - g. Health Prevention and Promotion
 - h. Complementary and Alternative Health
 - i. Rest and Sleep
 - j. Loss, Death, and Grief
 - k. Self- Concept and Self- Esteem based on Maslow's Hierarchy of Needs
 - l. Care of the Older Adult
-
- 3. Therapeutic Techniques Basic to Nursing Practice
 - a. Hygiene
 - b. Medical and Surgical Asepsis
 - c. Infection Control: utilization of Personal Protection Equipment
 - d. Safety
 - e. Mobility and Exercise
 - f. Safety
 - g. Medication Administration: including safety of administration, dosage and calculation; oral, Intramuscular injection, subcutaneous injection, topical, sublingual and Intravenous
 - h. Fluid & Electrolytes: including calculation of intake and output
 - i. Skin Integrity and Wound Care
 - j. Urinary and Bowel Elimination
 - k. Oxygenation- Respiratory and Cardiac Function
 - l. Nutrition
 - m. Comfort and Pain

Teaching Strategies:

- Lecture/discussion-small group work the class
- Self-study activities: Kaplan How to Study; Kaplan Focused Testing, Kaplan Medication Administration, Med Math Interactive Program
- Case studies
- Scholarly writing- Community Paper; NETTUTOR: refer to Appendix A
- Guided clinical practice (hospital clinical)- refer to clinical evaluation posted on D2L
- Concept Map- refer to Appendix B
- Prep U- refer to Appendix C
- Skills Laboratory Experience (separate handout)

Course Evaluation:

- A. Successful achievement of course objectives will be evaluated through testing.
- B. Demonstration of safe patient care in the hospital.
- C. Safely and appropriately demonstrate basic skills during skills lab and at the hospital.
- D. Attendance in class, skills lab, simulation lab and clinical hospital experience.
- E. Mandatory assignments must be completed to achieve a passing grade.

Required Texts:

Ackley, B. & Ladwig, G. (2010). *Nursing diagnosis handbook: An evidenced-based guide to planning care.* (9th ed.) St. Louis, MO: Mosby/Elsevier.

Castillo, Sandra L.M. & McCullough, Maryanne, W. *Calculating Drug Dosages; an Interactive Approach to Learning Nursing Math* (3rd Edition) Philadelphia: F.A. Davis Company; workbook and CD

Craven, R., Hirnle, C., Jensen, S. (2013). *Fundamentals of Nursing: Human Health and Function.* (8th ed.) Philadelphia, PA: Lippincott, Williams, & Wilkins. (This is a bundle that includes: Craven textbook, Craven PrepU, Skills Checklists for Taylor's Clinical Nursing Skills (4th edition, 2014), Taylor's Clinical Nursing skills (4th ed., 2014), Taylor's Video Guide to Clinical Nursing (2015_DVDs)

Wilson, B., Shannon, M. *Nurse's Drug guide 2014 Drug Reference Book.*

Recommended Texts:

American Nurses Association: *Code of Ethics for nurses with interpretive statements.* Washington, D.C.

American Nurses Association: *Nursing's Social Policy statement.* Washington, D.C.

American Nurses Association: *Scope and Statements of Practice.* Washington, D.C.

Porth, C.M. *Essentials of Pathophysiology .* (4th ed.) Philadelphia: Lippincott, Williams and Wilkins.

Schuster, P. (2008). *Concept Mapping.* (3rd ed.). Philadelphia: E.A. Davis.



MEMORANDUM

2C.5

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Approval of Nursing Course Equivalent for CNA Training

Gwynedd Mercy University is seeking approval of NUR 209 Fundamentals of Nursing Practice as a course equivalent for CNA training. This portion of the Nursing Program meets the requirement that the Board has determined for a CNA Training Program. See Md. Health Occupations Code Ann. § 8-6A-05 and COMAR 10.39.02.05.07.

NUR 209 Fundamentals of Nursing Practice is a four credit course with a total of three credits of theory/didactic instruction, one credit of clinical instruction, and zero credits of lab instruction. In the course, students will get an introduction to the fundamentals of nursing practice. The nursing process is used as the framework for students to apply nursing knowledge, diagnoses, interventions and outcomes to individuals. There is a focus on the application of knowledge and practicing skills in the skills laboratory, simulation laboratory and clinical setting.

Gwynedd Mercy University
Frances M. Maguire School of Nursing and Health Professions
Fall, 2016

#MakeMercyReal

Title of Course: NUR 209 Fundamentals of Nursing Practice

Course Description: This course provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills laboratory, simulation laboratory, and clinical setting.

Placement: Semester 1

Time Allotment: 4 credits (3 cr. theory/1 cr. clinical)

Day and Time: NUR 209/NUR 212 Monday, Tuesday, Wednesday, Thursday, Friday 0800
- 1600

Pre-requisites: NUR 208

Co-requisites: NUR 212, NUR 213

Faculty: Professor Susan Cicione, MSN, RN, PCCRN

**Course Learning
Outcomes:**

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

1. Recognize the unique characteristics of the nurse and the patient and how these characteristics impact therapeutic relationships.

2. Demonstrate selected fundamental nursing interventions based on scientific principles and evidence-based practice findings to promote, maintain, and restore health.
3. Identify the steps of nursing process and apply beginning clinical reasoning skills.
4. Demonstrate the principals of professional and therapeutic communication.
5. Recognize aspects of safe, holistic, patient centered care.
6. Identify needs of culturally diverse patients.

Course Content:

- I. Safety
 - A. Maintaining a safe environment
 - B. Asepsis and infection control
 - C. Medication administration/Dosage calculation
- II. Oxygenation, Ventilation, Circulation, and Perfusion
 - A. Assessing vital signs
 - B. Promoting oxygenation
 - C. Maintaining fluid and electrolyte balance
 - D. Intravenous therapy
- III. The nurse-patient relationship
 - A. Cultural Diversity
 - B. Communication skills
 - C. Documentation
 - D. Reporting
- IV. Ingestion, Digestion, Absorption and Elimination
 - A. Maintaining urinary and bowel elimination
 - B. Providing nutrition
- V. Movement and Sensory Input
 - A. Maintaining hygiene and skin integrity
 - B. Promoting activity, sleep and rest patterns
 - C. Promoting comfort
 - D. Sensory Functioning
- VI. Regulatory & Adaptation
 - A. Stress and Adaptation
- VII. The Nursing Process
 - A. Elements
 - B. Process
 - C. Critical thinking

D. Evidence-based practice

VIII. Roles of the Professional Nurse

A. Patient teaching concepts

B. Conferring

Student Accessibility Services

Gwynedd Mercy University is committed to providing reasonable accommodations for all persons with disabilities. If you have a disability-related need for modifications or reasonable accommodations in this course, please contact the office of Student Accessibility Services located in Counseling Services, The Griffin Complex; call 215-646-7300 x21427, or visit the Student Accessibility Services web page <http://www.gmercyu.edu/student-life/campus-resources/disability-support-services>. If the documentation supports your request for reasonable accommodations, the student accessibility services will provide you with an accommodation letter. Please share this letter with me as early in the course as possible so that we may discuss the accommodations.

Students with disability-related accommodations will schedule exams to align with when the day and time the exam is offered as noted on the course calendar.

Academic Integrity Policy

The University's policies on cheating and plagiarism will be enforced in this course.

Policy on Plagiarism: Because academic honesty is foundational to our quest for truth here at Gwynedd Mercy University, the University takes a strong stand against plagiarism. Plagiarism is literary stealing. To plagiarize is to present the words or ideas of another person as your own. The penalty for a first offense in plagiarism is an automatic grade of "F" for the assignment with no rewrite. Any additional offense will be referred to the Vice President for Academic Affairs. All students are encouraged to review the statement and policy on Academic Dishonesty found in the *Student Guide Book*.

Students are expected to not receive or give assistance to anyone during exam/quiz and will not disclose or discuss any portion of any exam/quiz with anyone prior to scheduled review of exam/quiz.

Required Textbooks/Resources:

***Fundamentals Package from Lippincott Williams & Wilkins (publisher)**

Buchholz, S. (2016). *Henke's Med-Math: Dosage preparation and administration* (8th ed.).

Philadelphia:

Wolters Kluwer Health.

Lynn, P. (2015). *CoursePoint for Taylor's clinical nursing skills* (4th ed.). Philadelphia: Wolters Kluwer

Health. (Includes skills checklists, full length videos and eBook)

Lynn, P. (2015). *Taylor's clinical nursing skills* (4th ed.). Philadelphia: Wolters Kluwer Health.

Taylor, C., Lillis, C. LeMone, P., & Lynn, P. (2015). *CoursePoint for Fundamentals of nursing: The art and science of nursing care* (8th ed.). Philadelphia: Wolters Kluwer Health. (Includes adaptive PrepU Fundamentals quizzing, eBook, animations, and Stedman's dictionary)

Taylor, C., Lillis, C. LeMone, P., & Lynn, P. (2015). *Fundamentals of nursing: The art and science of*

nursing care (8th ed.). Philadelphia: Wolters Kluwer Health.

***Additional text**

Silvestri, L. A. & Silvestri, A. (2014). *Saunders's strategies for test success. Passing nursing school and the NCLEX exam* (3rd ed.). St. Louis: Elsevier/Saunders.

Recommended (Suggested) Textbooks:

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2015). *Study guide to accompany fundamentals of nursing*. (8th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Teaching/Learning Activities:

Lecture
Discussion
Small group work
Online learning programs

Supervised lab experiences
Laboratory simulations

Clinical Placement: The clinical component of this course occurs primarily in the on-campus Nursing Arts Laboratory and off-campus clinical experiences.

Evaluation Methods: A passing grade of (C) must be received in the course. A (C-) is not a passing grade. Satisfactory performance must be attained in all clinical/laboratory learning outcomes

- Exams 50%
- Cumulative Final Exam 34%
- Interview 2%
- Laboratory Practicum (2) 10%
- Discussion Participation 2%
- PrepU for Taylor's Fundamentals of Nursing 2%
- Clinical Documentation P/F
- Math Part A & B P/F

Dates:

NCLEX PrepU completion by 10/26/2016
Clinical Paperwork completion by 10/27/2016
Math Exams A/B completion by 10/20/2016

Clinical Performance

Please refer to the Student Guidebook posted on the University portal for further details concerning expectations and clinical performance.

Math Competency Examination

Successful completion of the Nursing Math Exam, a two part exam, is a requirement of N209, Fundamentals of Nursing. Successful completion is defined as achievement of a score of 85% or better on both exams (Part A and Part B). Failure to achieve a score of 85% or better on the exams prohibits continuation to the next semester of freshman nursing courses.

Grading System for Nursing

Student Accessibility Services

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Students are expected to not receive or give assistance to anyone during exam/quiz and will not disclose or discuss any portion of any exam/quiz with anyone prior to scheduled review of exam/quiz.

Classroom Etiquette

Students are expected to:

- Be on time. Late arrival is not acceptable and disruptive to the class.
- Remain in the classroom for the entire class period, except for an emergency
- Participate in class discussions and refrain from activities, such as personal conversations, text messaging, reading other material, or doing assignments for this or any other class, during the class.
- **Cell phones, beepers, and any paging devices must be silenced.**

Class Attendance

Class attendance in the School of Nursing is mandatory. This nursing program is designed on the premise that content impacts on practice. Therefore, it is imperative that all nursing students attend all nursing classes at the time they are scheduled. TARDINESS IS NOT ACCEPTABLE AT THE UNIVERSITY OR AT THE HEALTH CARE SETTING.

Laboratory experiences are CRITICAL to the achievement of each course learning outcomes in order for the student to pass each nursing course.

Student absence from a class or laboratory experience will be reported to Professor Cicione. Depending on circumstances relative to an absence, a written report from a physician/primary care provider to explain the reasons for the absence may be requested. **This absence will result in a clinical warning.** Subsequent absences from the laboratory setting can result in FAILURE for the course. Chronic absence may make it impossible for a student to achieve the learning outcomes required by the course, and in such instances the student should withdraw from the class.

Failure to complete assignments for the classroom, laboratory and/or clinical setting will result in FAILURE of the course.

Students are responsible for all content that is covered in each class and for all assignments that are given by the instructor(s). Laboratory absences must be made up.

Blackboard and GMercyU Email:

Each student should check his or her GMercyU email account daily. Blackboard must be checked frequently for pre-class assignments and preparation (Learning Modules tab), as well as for Announcements and other critical course information. These are important methods of communication between faculty and students.

Testing Policy:

- ABSN students will take all exams online, using ExamSoft/SoftTest®
- All students must provide their own laptop for testing.
- Students will be instructed on how to set up Examsoft® on their laptops for testing.
- Students must be seated five minutes before the scheduled exam/class to download the test. Students must take the exam during their scheduled class time.
- Exams are timed through ExamSoft® no additional time will be given to complete any unanswered questions; a five minute warning is provided.
- Seats may be assigned by use of index cards taped to each spot on the table.
- No backpacks, water bottles, hats, will be allowed at the student's seat.
- The only calculator the student will be allowed to use is the built-in calculator on the student's computer.
- Students will not be allowed any bathroom breaks during the exam.
- Students will be provided with scrap paper; if the student needs additional scrap paper, the student is to raise his/her hand to alert the instructor who will provide additional scrap

paper. Students must submit the scrap paper to the instructor at the completion of the exam and when requesting additional scrap paper.

- Students must have their cell phone face down on the table in front of their computer.
- Students will not be allowed to exit the exam room until the student shows one of the proctors their computer screen with a green check mark, indicating they have uploaded the final exam.

Testing Procedure

- **NO** food or drinks will be allowed during the exam. This includes water bottles.
- **NO** bathroom breaks will be given during the examination; students typically have 90 minutes for each unit text and 2 hours for the final exam. Please use the facilities before the exam. If an emergency arises, students will be escorted to the bathroom with a proctor and the proctor will remain while the student uses the facilities; the proctor will return the student to the examination room. No additional time will be provided for bathroom use.
- **NO** talking during the exam.
- **DO NOT TAKE VACATIONS** during a scheduled examination days.
- **LATE COMERS** will not be given additional time to complete the exam.

AN ILLNESS on the exam date requires that you call, or have someone else call, and email the course professor regarding your absence. A physician's note or other relevant documentation may be required for all exam absences

- **ALL CELL PHONES** must be silenced and placed screen down on the table in front of the laptop during the exam.
- **ALL BACKPACKS/BOOK BAGS** are to be placed either at the front or back of the classroom. No one is allowed to retrieve anything from their backpack/book bag during the exam.
- Students are expected to bring their laptop for use during the examination. **IF YOU DO NOT BRING YOUR LAPTOP** for any exam:
 - **YOU WILL NOT BE PERMITTED** to use the computer lab for your exam,
 - You **WILL NOT RECEIVE A PAPER COPY OF THE EXAM**
 - **YOU WILL** receive a grade of **ZERO** for the exam.
- **LEAVING THE CLASS** during the exam causes disruption and is not permitted unless you have completed your exam. If you leave the classroom during your exam, you will not be permitted to reenter the classroom. Your exam will be graded as is, meaning that all unanswered questions will be marked as wrong; all answered questions will be marked accordingly.
- **When you have completed your exam, please take all of your necessary belongings with you when you leave. You will not be permitted to reenter the room until all students have completed their exam. It is expected that students will not discuss the exam with any other student until all students have completed the exam.**
- Students may be asked to change their seats during exam times.

Absence from Scheduled Examinations/Quiz

- A student who must be absent or late for a scheduled examination/quiz is required to notify the course professor within 48 hours of the scheduled exam time.

- A make-up exam/quiz will be given at a designated time. **The make-up exam/quiz must be completed within 48 hours of the original exam date.** Failure to provide advance notification or failure to complete the make-up exam/quiz within the aforementioned timeframe (48 hours) will result in a zero for the exam/quiz. **STUDENTS ARE ONLY PERMITTED ONE MAKE-UP EXAM/QUIZ PER SEMESTER.**

Remediation

Any student who scores 76% or below on ANY examination should contact the Academic Resource Center (ARC) for support services.

Undergraduate Curriculum Macro-Concepts

-Safety

Safety and security are basic human needs. Safety, freedom from danger, harm, or risk, is a responsibility of all health care providers. It is important to focus on a culture of safety that promotes safe, effective, person-centered delivery of care (IOM, 2000).

This is accomplished through focus on:

- Safety – avoiding injuries to patients from the care that is intended to help them.
- Effective – providing services based on scientific knowledge to all who could benefit and refraining from providing services to those not likely to benefit.
- Patient-centered – providing care that is respectful of and responsive to patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions.
- Timely – reducing waits and sometimes harmful delays for both those who receive and those who give care.
- Efficient – avoiding waste, including waste of equipment, supplies, ideas, and energy.
- Equitable – providing care that does not vary in quality because of personal characteristics such as gender, geographic location, and socioeconomic status

[\(IOM, 2001\)](#)

-Oxygenation, Ventilation, Circulation and Perfusion

Ventilation: The movement of air between the atmosphere and alveoli and the distribution of air within the lungs to maintain appropriate concentrations of oxygen and carbon dioxide in the blood. The process of ventilation occurs through inspiration and expiration.

Oxygenation: The process of providing life-sustaining oxygen to the body's cells.

Perfusion: The adequacy of blood flow through the vasculature to maintain function at the cellular level.

Circulation: continuous one-way circuit of blood through the blood vessels, with the heart as the pump; the flow of blood through arteries and capillaries, oxygenated capillary blood and nutrients pass through body tissues, and removal of cellular waste products

-Nurse Patient Relationship

The core of nursing. Fundamental to this relationship is the establishment of trust. The relationship exists to meet the biological, psychological, spiritual, cultural and health needs of the patient. The word patient includes individuals and communities.

-Ingestion, Digestion, Absorption and Elimination

Ingestion: Taking in food or drink for the purpose of digestion and absorption

Digestion: The process by which food is physically and chemical broken down into smaller particles for absorption into the body

Absorption: the uptake of substances into or across tissues; transfer of nutrients into the circulation.

Elimination: Elimination of undigested waste material via the gastrointestinal tract

-Adaptation

The adjustment of living with other living things and internal and external environmental conditions. The human body can adapt to changes in the internal and external environment with a variety physiological and psychosocial responses.

-Urinary Function

The elimination of body waste products and materials that exceed bodily needs via the urinary system.

-Movement and Sensory Input

Purposeful physical mobility; functioning of one or more senses; the body's ability to receive and process data from internal and external environment

-Roles of the Professional Nurse

Multiple kinds of consumers as well as a variety of settings (hospitals, clinics, communities) require that nurses assume different roles. Key roles of the nurse may include provider of care, educator, advocate, counselor, coach, manager, researcher, collaborator, change agent, leader, and entrepreneur.

Resources

Finkelman, A., & Kenner, C. (2016). Professional nursing concepts. *Competencies for quality leadership* (3rd ed.). Burlington, MA: Jones & Bartlett.

Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, D.C.: National Academy Press.

Institute of Medicine. (2000). *To err is human: Building a safer health system*. Washington, D.C.: National Academy Press.



MEMORANDUM

2C.6

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Approval of Nursing Course Equivalent for CNA Training

Eastern University is seeking approval of NURS 250 Academic Nursing Essentials, NURS 320 Introduction to Professional Holistic Nursing, NURS 340 Fundamentals in Nursing Practice, and NURS 350 Health Promotion, Health Education & Physical Assessment as a course equivalents for CNA training. This portion of the Nursing Program meets the requirement that the Board has determined for a CNA Training Program. See Md. Health Occupations Code Ann. § 8-6A-05 and COMAR 10.39.02.05.07.

NURS 250 Academic Nursing Essentials is a three credit course with three credits dedicated to theory/didactic instruction. In the course, students are introduced to critical thinking and the essential academic skills needed to be successful in nursing. The history of nursing is explored, along with the nursing process. Technology is also discussed and how it impacts the practice of nursing.

NURS 320 Introduction to Professional Holistic Nursing is a four credit course with four credits dedicated to theory/didactic instruction. The primary goal of this course is delve into the historical and theoretical foundation of the profession of nursing from a Christian approach. Emphasis is placed heavily on the caring, scientific, and artistic nature of the profession. Students are encouraged to look at the holistic nature of the person, to develop comprehensive therapeutic strategies.

NURS 340 Fundamentals in Nursing Practice is a five credit course with hours dedicated to theory/didactic instruction, twenty-four hours of clinical instruction and four contact hours dedicated to lab instruction. In this course, students will use their knowledge from previous courses to develop professional values for holistic nursing practice. From a Christian perspective, the nursing process and basic nursing skills are taught as caring behaviors.

NURS 350 Health Promotion, Health Education & Physical Assessment Practice is a five credit course with hours dedicated to theory/didactic instruction and two contact hours dedicated to lab instruction. This course focuses on health promotion and the basic skills of a physical assessment. Students also gain experience with obtaining health histories, psychosocial-spiritual assessment throughout the lifespan.

NURS 250: Academic Nursing Essentials

3 Credits

This course introduces students to the language of nursing, critical thinking, and the essential academic skills necessary for success in nursing. Students will explore nursing history, evidence based practice, scholarly communication both oral and written, and the nursing process. Students will also examine the role of technology and its impact on nursing practice, privacy, confidentiality, and health care.

NURS 320: Introduction to Professional Holistic Nursing

4 Credits

This course will explore the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse including care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.

NURS 340: Fundamentals of Nursing Practice

5 Credits

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting.

NURS 350: Health Promotion, Health Education & Physical Assessment

5 Credits

This course is focused upon the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs. Students also participate in health promotion projects.



MEMORANDUM

2.D

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: CNA Advisory Committee-Licensed Practical Nurse (Charlene Harrod-Owuamana, LPN)

Charlene Harrod-Owuamana is currently an active licensed practical nurse in the state of Maryland. Mrs. Harrod-Owuamana is currently a home health LPN with Comprehensive Nursing Services. She has held this position for the past eleven months. Mrs. Harrod-Owuamana has a vast knowledge of pediatric, home health, and acute care nursing. Mrs. Harrod-Owuamana has an expressed interest in the protection of the public. She was made aware of the duties expected of a member of the CNA Advisory Committee set forth in Maryland Annotated Code, Health Occupations Article, section 8-6A-13(f). She is being considered for the licensed practical nurse designation noted in Maryland Annotated Code, Health Occupations Article, section 8-6A-13(b).

Charlene Harrod-Owuamana

[REDACTED]
[REDACTED]

An experience Licensed Practical Nurse with several years in the health care services seeking employment. Experiences in Emergency Room, Home Health Care, Med/Surg, Ortho, Rehab, Respiratory Unit, School Nursing, Clinics, Pediatric Home Care, Neurology Outpatient and Hyperbaric Oxygen Therapy Operator. President for a nonprofit in Baltimore City. Advocate for HIV/AIDS
Authorized to work in the US for any employer

WORK EXPERIENCE

LPN Home Health Nurse

Comprehensive Nursing Services, Inc. - Baltimore County, MD - May 2016 to Present

LPN responsible for caring for Pediatric patients in home setting. Charting, patient assessments, gastric tubes, vents, medication administration, etc.

LPN Team Lead - (2) Medical Assistant

Sinai Hospital - Baltimore, MD - October 2014 to February 2016

Responsibilities

LPN duties. Assist with several doctors on daily basis in the Outpatient Neurology Office. Handle emergency calls in the office. Team Leader for 2 Medical Assistant - providing teaching and assist with other duties that arise in the outpatient clinic

Accomplishments

Being able to prioritize the day. Function in a Lead role.

LPN Staff Nurse - Urgent Care/CDU

Kaiser Permanente SBMC - Baltimore, MD - April 2012 to December 2015

Responsibilities

LPN duties. With direct and indirect duties. Which includes VS, IV medication, EKG and other nursing duties. Monitoring patients in 23 hr Short Stay Unit.

Accomplishments

Excellent training and self learning tasks.

Short hour 16 hrs/wk

Hyperbaric Safety Director/HBO-tech

Healogics, Inc. @St. Agnes Hospital Wound Care Center - Baltimore, MD - May 2013 to July 2014

Responsibilities

Operated Hyperbaric Mono-chambers daily. Diving a average about 5 to 7 patient daily, monitoring patient vitals and mental status during treatment. Maintain accurate records with dates entry in computers. Worked with several doctors and nurses, coordinating patient care and wound healing.

Skills Used

Proficient in operating and maintaining Chamber maintenance. Completed a Hyperbaric Chamber Course in Jacksonville, FL.

LPN/Charge Nurse

Erickson Living @ Oakcrest Retirement Community - Parkville, MD - March 2010 to February 2013

Responsibilities

Lpn duties for 20 to 25 residents. Supervised 4/5 GNA/CNA throughout the shift. Administered medication, wound care and assist with emergency care or residents. Other duties as assigned.

Accomplishments

A good relationship with Residence, Families and Staff members.

LPN - Homecare

Medstar, VNA - Middle River, MD - July 2007 to August 2012

Lpn - Homecare nurse. Complete blooddraws, INR ratio machine with monitoring INR/PT results. Contacting and given information to Case Managers and Physicians regarding patient care. Computerized charting. Wound care and assessments - wound vac, and other wound care products. Teaching patients medication administration, disease processes and other duties as following.

Medstar, Union Memorial Hospital

Medstar, Union Memorial Hospital - Baltimore, MD - April 2004 to July 2007

LPN duties working on the Rehabilitation Unit. Patient assessment. Computerized charting. Wound assessment and care. Vital signs, teaching and admission/discharge instruction. Personal care, bloodwork, medication administration and any other duties assigned

Multifunctional Technician

Medstar, Franklin Square Hospital - Baltimore, MD - August 1998 to April 2004

Multifunctional Emergency Room Tech - Cna. EKG recognition and transport patient to critical care units. Venipuncture, IV's, assist MD/RN in patient care and assisting patient for evaluations and special requested test. Cared for Newborns to elderly.

EDUCATION

Associate Degree in General Studies and Pre-Nursing

Essex Community College - Rosedale, MD
January 2005 to January 2011

Diploma in Practical Nursing

Harrison Career for Education - Washington, DC
January 2002 to January 2003

State Diploma & Southwestern Certification

Southwestern Senior High - Baltimore, MD
1982 to 1985

SKILLS

Computerized charting. ACLS, PALS, BLS - Healthcare providers. Ventilator care and suctioning. Critical thinking and excellent patient teaching.

CERTIFICATIONS/LICENSES

Hyperbarics Oxygen Therapy Operator

April 2013 to Present

Complete course in Florida for Hybarics Oxygen Therapy Technician. Completed over 1500 dives. And completed Wound Care Course.

GROUPS

President/CEO

February 2016 to Present

Black Nurses Rock Baltimore Chapter ** A group of diverse professional nurses, committed to a positive moment in HEALTHCARE SYSTEM for Baltimore City and surrounding counties.

ADDITIONAL INFORMATION

Kaiser Permanente - Urgent Care & CDU (Newborn thru Geriatrics Emergency Care) 1 1/2 Years

Nursing and Health Services - Pediatric Home Care

3 1/2 Years

University Specialty Hospital - Respiratory Nurse

3 Years

Baltimore Medical Systems - OB clinic and Medical clinic and Peds clinic 2 Years

Critical Care Staffing (Temp Agency) - 5 Years PRN

Nurses Now (Temp Agency) 4 Years PRN



4A

To: Maryland Board of Nursing

From: Patricia Kennedy, Director of Education

Re: Announcement—New Interim Dean, Washington Adventist University:
Dr. Cheryl Harris Kisunzu (See Attachment)

Date: April 7, 2017

In accordance with (COMAR 10.27.03.05.G), Washington Adventist University has submitted written notification to the Maryland Board of Nursing of their recent personnel change for nursing program administrator. Dr. Cheryl Harris Kisunzu will serve as the new interim dean for the Washington Adventist University Nursing Program, beginning immediately.

Dr. Kisunzu meets (COMAR 10.27.03.07) requirements in the role as nursing program administrator. Her resume is attached for the Board's review and approval.

CHERYL HARRIS KISUNZU

GOAL

To support student success and enrich lives through exemplary leadership which responds to the needs of our global society.

EDUCATION

Ph.D. in Educational Leadership – Andrews University
School of Education Berrien Springs, MI
Dissertation: **Anchoring Change In Higher Education:
Narratives from Malcolm Baldrige Award Winners**
Projected Graduation: May 2011

M.S. in Nursing – Rush University/Chicago, IL **1980**
Clinical Practicum – Rural Health Care
(Certification: Family Nurse Practitioner – American Nurses Association)

B.S. in Nursing– Andrews University/Berrien Springs, MI **1977**
(With Honors)

EDUCATIONAL LEADERSHIP

Provost
8/13 to Present

Provost
Washington Adventist University
Senior academic leader responsible for progressive excellence and relevance of all academic programs as required by accrediting, state and faith related agencies.

- Malcomb Baldrige Performance Excellence Examiner
- Middle States Substantive Change Review Committee
- Maryland Senator Cardin's Advisory Committee on Higher Education

Executive Dean
4/2011 to 3/2013

Executive Dean/Director of Nursing
Mountain View College/Dallas, TX
Provided academic leadership for the institution's inaugural nursing program while correspondingly ensuring academic excellence and outcomes as needed for Middle States Accreditation were met for program areas such as STEM, Humanities, Music, Theatre, Dance and Art

**Interim Dean/
Grant Administrator
1/2011 – 3/2011**

Interim Dean/ Grant Administrator
Administrator responsible for Workforce
Continuing Education and Texas
Workforce Commission Grant Management

**Grant Administrator
9/10 to March 31, 2011**

Grant Administrator: Eastfield College
Eastfield College/Mesquite, TX

- Developed collaborative relationships with Affiliated Computer Services executives as required to implement historical \$1,768,740 grant as awarded by the Texas Workforce Commission to ensure skill development and competency refinement of 1275 employees through 21,560 contact hours of workforce learning
- Created Office of Continuing Education Grants for management of Eastfield College-Texas Workforce Commission and Affiliated Computer Services Grant
- Designed and implemented systems to track access and disbursement of grant funds as awarded in accordance with the ARRA and administered through the Texas Workforce Commission

**Vice President
08/02 – 08/09**

**Vice President
HR/Diversity & Organizational Development; Professor
(8/08 – 08/09)**
William Rainey Harper College/Palatine, IL

- Effectively fulfilled executive responsibilities as a member of the President’s Council to ensure that institutional priorities and outcomes as specified in the Strategic Long Range Plan in support of student success were achieved
- Collected, evaluated and analyzed workforce and success data that ensured institutional responsiveness to the goals and learning needs of a diverse student body
- Created strategies to work effectively with internal and external leaders of organized workforce
- Supported student success through effective senior leadership for the recruitment, retention and development of a diverse workforce – special emphasis: faculty and administrators
- Represented college issues and received feedback through facilitator role at quarterly community nights

- Represented the President through collaboration with the Vice President of Academic Affairs, the Vice President of Student Affairs, the Director of Human Resources on grievances, unfair labor charges, arbitration and litigation concerns
- Served as senior Human Resources Responder for Employee Communications on Campus Safety and Emergency Responsiveness Initiatives (i.e., pandemic response protocols)
- Fulfilled executive responsibilities for “no tax rate increase” which resulted in community approval of successful referendum
- Managed, evaluated and refined \$6 million budget in accordance with organizational budget parameters
- Assumed senior leadership responsibilities for creating, implementing and evaluating Change Management initiatives as required for successful implementation of new Enterprise Resource Planning System
- Reviewed/analyzed health insurance experience to ensure timely implantation of identified plan design changes required for cost containment of competitive benefit (i.e., prescription mail-in program, new dental insurance provider, revisions in employee contributions)
- Co-Presenter at the 2009 National Conference on Race and Ethnicity on best practices to recruit and retain a diverse workforce with an emphasis on cultural competency proficiency for all employees
- Assumed senior responsibility for creation and implementation of faculty development plan for adjunct and full time faculty
- Created/conducted and effectively utilized consultants to implement Executive Leadership Series on topics such as Organizational Trust, Age Diversity, Effective Communication for Leaders
- Analyzed institutional data (i.e., environmental scan, employee climate survey, student success indicators, graduate and employer surveys) to identify strengths, weaknesses, opportunities and threats to create effective organizational priorities, goals and objectives

07/06 - 07/08

**Associate Vice President for HR/Diversity and
Organizational Development; Associate Professor**
William Rainey Harper College/Palatine, IL

- Effectively fulfilled executive responsibilities as a member of the President's Council to ensure that reaccreditation standards of the Higher Learning Commission were achieved – note full reaccreditation was obtained
- Created Diversity Workforce Recruitment Unit and plan in accordance with Organization's Diversity Initiative
- Effectively assumed senior leadership responsibility for internal communications (i.e., Created employee newsletter, *InsideHarper!*)
- Created collaborative strategies for institutional messaging on college initiatives which required legislative approval while serving as a member of the President's Strategic Communications Team
- Worked collaboratively and effectively with legal counsel to ensure the alignment of institutional practices with state and federal law (i.e., ethics legislation, gift ban act, confidential reporting law)
- Served as ADA Reviewer of employee requests for accommodation
- Created and coordinated annual Diversity Symposium for organizations and constituents in the northwest suburbs (i.e., 2009 Featured Speaker, Activist Tim Wise)
- Primary "sponsor" for recommended/approved diversity graduation requirement for degree students
- Worked collaboratively with the Associate Dean for Multicultural Learning to ensure curriculum infusion of diversity awareness and content through newly created role of the multicultural faculty fellow
- Worked collaborative with the Director of Human Resources to establish union avoidance protocol for classified and supervisory/management staff
- Served as Chief Negotiator for the Police Officers Union Contract
- Assumed primary responsibility for employee recognition program (i.e., exceptional service awards, length of service awards and retiree recognition)

08/02 - 06/06

**Assistant Vice President for
Diversity and Organizational Development;
Assistant Professor**

William Rainey Harper College/Palatine, IL

- Effectively fulfilled executive responsibilities as a member of the President's Council which supported student success through the creation and implementation of a plan to recruit, develop and retain a diverse workforce – special focus: faculty & administrators from underrepresented groups
- Affirmative Action Officer for the organization
- Created and ensured implementation of “Diversity” module for New Faculty Course
- Assumed responsibility for the review of discrimination policies and revision of complaint procedures
- Recommended and received approval for establishing the organization's Diversity Committee
- Created systems to evaluate existence of “welcoming climate” for organization's constituents with recommendations for enhancements as appropriate (i.e., cyclical PACE Climate Survey)
- Fulfilled responsibilities as the College's Sexual Harassment Investigation Officer
- Facilitator of “Hot Topics” discussions for Community Nights
- Created, implemented and evaluated values based performance management system
- Created “strengths based” new employee orientation
- Analyzed findings from exit interviews as basis for recommendations for enhanced working environment

04/02 - 08/02

**Acting Dean, Life Science Human Services
Division; Assistant Professor**

William Rainey Harper College/Palatine, IL

- Assumed primary responsibility for preparation of Nursing Program as required for National League for Nursing and Accreditation Review which received full 10 year reaccreditation

- Assumed administrative responsibility for the delivery of instruction for career programs such as nursing, dental hygiene, biology and criminal justice
- Served as contact person for the organization's Foundation to evaluate diversity awareness of potential Foundation Board members
- Conducted needs assessment in collaboration with the Office of Research for new program development and implementation (i.e., radiologic technology and imaging)

1999 - 2002

**Assistant Dean, Life Science Human Services
Division & Director of Nursing; Assistant Professor
William Rainey Harper College/Palatine, IL**

- Assumed administrative responsibility for the nursing and certified nursing assistant programs in response to student success needs of diverse learners
- Assumed senior leadership responsibility for completion of cyclical program reviews and mandated by institutional practices
- Established affiliation agreements with health care agencies
- Ensured compliance with the state licensing and Illinois Department of Public Health rules and regulations
- Fulfilled senior leadership responsibilities for successful tax increase referendum as required for the construction of a new health careers and technology center
- Worked collaboratively with the Dean, faculty and students to create the educational specifications as required for construction of a new health careers and emerging technology center
- Grant Writer, Recipient and Manager for \$50,000 Robert Wood Johnson Grant for Career Ladder LPN Students
- \$10,000 Technology Grant Writer and Recipient for Nursing Test Construction Analysis

1997 - 1999

Director of Nursing; Assistant Professor
William Rainey Harper College/Palatine, IL

- Effectively fulfilled administrative responsibilities for the nursing program as required for admission, retention and learning needs of diverse student
- Ensured compliance with National League for Nursing Standards for Accreditation
- Created on-line Nursing Information Session in response to student need

1987 - 1989

Department Manager; Employee Health/Infection Control Department
The Jewish Hospital of St. Louis/St. Louis, MO

- Successfully assumed management responsibilities for wellness and acute care of diverse workforce
- Ensured efficient and accurate follow-up of nosocomial and acquired infections of hospital personnel
- Developed work force learning experiences to help ensure work/life balance

1983 - 1987

Employee Health Coordinator
The Jewish Hospital of St. Louis/St. Louis, MO

- Created protocols with primary care physician for implementation of wellness and acute care program as required for health maintenance of a diverse workforce
- Established relationships with local hockey team to conduct required sports physical
- Maintained effective relationship with Employee Assistance Program (EAP) to provide support for work/life balance as required by a diverse group of employees

TEACHING EXPERIENCE

1995 - 1997

Assistant Professor
William Rainey Harper College/Palatine, IL

Provided classroom and clinical instruction for a diverse student population in medical/surgical nursing; obstetrics/maternal child nursing; physical assessment and on-line pharmacology course

- 1991 - 1995 **Adjunct Faculty**
William Rainey Harper College/Palatine, IL
- Provided classroom and clinical instruction for a diverse student population in obstetrics/maternal child nursing
- 1989 - 1991 **Assistant Professor**
St. Louis Community College at Meramec/St. Louis, MO
- Provided classroom and clinical instruction for a diverse student population in medical/surgical nursing
- 1982 - 1984 **Assistant Professor**
Loma Linda University – School of Nursing/Loma Linda, CA
- Provided classroom and clinical instruction for a diverse student population in medical/surgical; obstetrics/maternal child and physical assessment
- 1980 - 1982 **Instructor/Family Nurse Practitioner**
Vanderbilt University/Nashville, TN
- Effectively fulfilled responsibilities of joint appointment in the Internal Medicine Division and School of Nursing - as sponsored by the Robert Wood Johnson Foundation for a collaborative practice with medical school residents and nursing students in its graduate school

INSTITUTIONAL SERVICE/COMMITTEE RESPONSIBILITY

- Core Values Subcommittee, Chair
In collaboration with the President and Vice President for HR/Internal Relationships Coordinated Institutional Core Values Initiative which resulted in the following Prioritized Values of Integrity, Respect, Collaboration and Excellence
- Curriculum Committee
Assumed primary responsibility for formatting, review and presentation of new curriculum and curriculum modifications for Nursing and Related Programs with specific emphasis on curriculum infusion of diversity/multiculturalism
- Higher Learning Commission
Served as Member of “Integrity “ subcommittee. Assumed senior leadership for departmental meeting of outcomes and competencies

- HIPAA Officer
Assumed Institutional responsibility for compliance with privacy requirements as defined by HIPAA guidelines for health services and career clinics
- Human Resources Committee, Chair
Coordinated review/revision of HR policy procedures
- Marketing Committee
Served as member for review of institutional branding strategies in response to data analysis such as “>” messaging
- Student Success Committee
Served as member responsible for identification and recommendation of student success strategies – specifically students from underrepresented groups
- Wellness Committee
Served as member to identify employee wellness experiences designed to create healthy workplace (i.e., “smoke free campus” initiative)
- Wellness Day/Employee Day Coordinator
Worked with Chair of the Wellness committee to integrate Wellness Day Events with Employee Day Recognition and Celebrations
- Board: Friendship Village Retirement Center
Served as member of Friendship Village Board to ensure progressive, quality and cost effective responsiveness to the needs of senior residents

PRESENTATIONS

- Leading Change for Organizational Transformation - Nonprofit Leadership Certification Program (NLCP)
- When Change Wears Pink – (FAPAC Annual Conference)
- New Employee Orientation – Strengths Based Format
- Legally Speaking – Quarterly Presentation to Administrators on Current Human Resources Topics – Case Presentation Format
- Organizational Development – “Lunch and Learns” such as “Personal You Turn”; Goal Setting; “If Not Now – When?” Conquering Procrastination
- “Working Strong” – Gallup StrengthsFinder Review for Harper Staff and Administrators
- “Strategies for Recruiting a Diverse Workforce” – Required Workshop for Faculty and Administrator Search Committees
- “Bringing Your Strengths to Work”- Presentation Andrews University Round Table
- “Tea & Talk” – Organizational Updates for Classified Staff
- Diversity Book Club – Discussion of Themes of Diversity and Multiculturalism
- Institutional Core Values – The Power of A Values Based Organization

CONFERENCES/WORKSHOPS

- Middle States Accreditation Commission Annual Conference
- Ken Bain- “What the Best College Teachers Do”
- Robbins Schwartz Nicolas Lofton and Taylor Annual Legal Update for Community Colleges
- Effective Presentation Skills for Leaders by John Vautier
- The Speed of Trust – by Covey
- Be Quiet – Be Heard: Strategies for Persuasive Communication by Peter and Susan Glasser
- Culturally Speaking – by Tatyana Fertelmeyster
- Society of Human Resources Management Annual Conference – Chicago, Illinois
- Greater Chicagoland Higher Education Research Consortium
- National Conference on Race and Ethnicity – Orlando, Florida
- Illinois Leadership and Institutional Core Values Initiative
- Illinois Ethics Act Workshop
- National League for Nursing Accreditation Council Pre Accreditation Conference
- Annual “Leadership Round Table” – Doctoral Residency - Andrews University

PROFESSIONAL MEMBERSHIP/LICENSURE

American Association for Women in Community Colleges
Sigma Theta Tau, International: Honor Society of Nursing
Texas RN # 788846 Illinois RN #041-185954
Society of Human Resources Management



4 B

To: Maryland Board of Nursing

From: Patricia Kennedy, Director of Education

Re: Bowie State University, Department of Nursing requests approval of its Program Action Plan and Consultant: Dr. Jacqueline D. Jordan (See attachment after page 57)

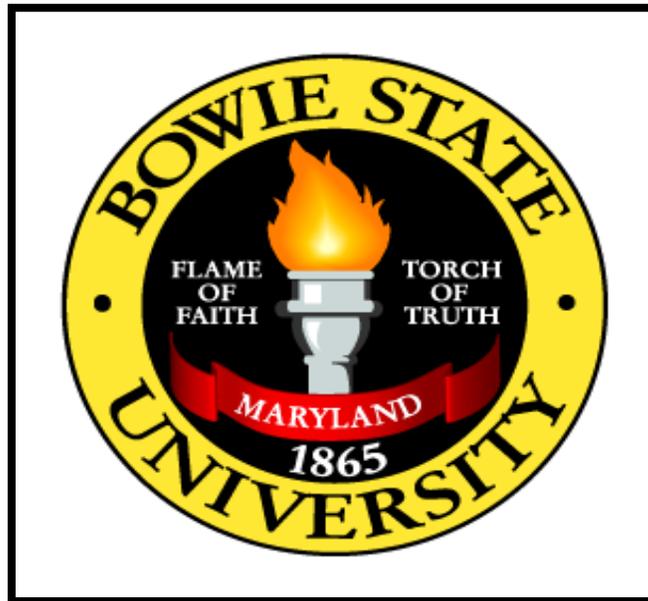
Date: April 26, 2017

An indepth history of Bowie State's Department of Nursing, its faculty, curriculum, students and resources is provided. Issues impacting NCLEX-RN® scores for 2014-2017 are delineated on pages 38 – 57.

As one of the requirements for conditional approval by the Maryland Board of Nursing, Bowie State University (BSU), Department of Nursing was given an additional 30 days to secure the services of a Board approved outside consultant with expertise in nursing education that is congruent with BSU's needs. The Department of Nursing met the deadline.

Dr. Jordan, the selected consultant has been a professor and dean/chair of two (2) generic (BSN) programs, nurse manager, clinical special and instructor. She meets the regulatory requirements (COMAR 10.27.03.16C(3)(II)) to serve as an outside consultant to the Bowie State University Nursing Program.

BSU is requesting approval of its Action Plan and approval to initiate consultant services (COMAR 10.27.03.16.C(3)(ii)) with Dr. Jordan.



DEPARTMENT OF NURSING
BACHELOR OF SCIENCE IN NURSING
College of Professional Studies

**Report to Maryland Board of Nursing
As Follow up to the MBON Letter dated, November 17, 2016**

**Submitted - January 30, 2017
Submitted by Dr. Rena Boss-Victoria, Department Chair and
Professor**

Introduction

Established in 1865, Bowie State University (BSU) is the oldest Historically Black Institution (HBI) of higher learning in Maryland and one of the oldest in the nation. The University offers a wide array of undergraduate, graduate, and doctoral programs. Currently, Bowie State University serves a diverse student population, providing educational opportunities that enable students to function in a technological and interdependent world. The University continues to honor its commitment to providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields. There are four academic colleges: Education, Arts and Sciences, Professional Studies, Business, and the Graduate School. Each college and the Graduate School has a Dean who reports to the Provost and Vice-President of Academic Affairs.

Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching methodology and research to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.

The University is committed to diversity by recruiting and retaining students from various groups who demonstrate excellence in leadership qualities, display academic potential, and exhibit the motivation to learn. The University delivers instruction to a global audience of adult learners through the use of technology and incorporation of new teaching pedagogy.

Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

The Department of Nursing (DON) is one of four departments in the College of Professional Studies (CPS). The other departments in the CPS include Social Work, Psychology, and Behavioral Sciences and Human Services. Each department has a chair and faculty organization. The chair of each department reports to the Dean of the CPS, who reports to the Provost of the University. There has been a recent change in the CPS Administrative leadership. The former Dean completed his tenure as Dean in December 2016. The new CPS Interim Dean assumed his role and responsibilities in January 2017. In addition, the current President of the University, Dr. Mickey Burnim, has tendered his resignation effective June 30, 2017. The University has initiated the search committee process to fill both of these positions prior to the start of the Fall 2017 semester.

The (DON) offers a Bachelor's of Science in Nursing a traditional program format (four – year), RN to BS, and the Accelerated Baccalaureate Nursing Program. The Accelerated program was implemented in June 2009. Since 2004, student enrollment in the undergraduate nursing program has quadrupled. As of Fall 2016 we are servicing 541 undergraduate students enrolled on a full-time or part-time basis. Based on student self-reporting, more than half of the department students are African American and one-fourth are African. The majority of the students are between the ages of 25 and 40. These students represent the constituents of the metropolitan Baltimore/Washington, D.C. and Virginia communities.

The DON has fourteen (14) full-time undergraduate faculty teaching the core courses and fifteen (15) part-time adjunct clinical instructors and three (3) part-time adjunct classroom instructors in the undergraduate program.

The DON has documented a variety of challenges over the past 10 years, most notably with regard to its low NCLEX –RN pass rates. Many of these challenges can be attributed, at least in part, to the significant turnover in both the department faculty and Administrative Head. Since 2008/2009 the Department has had six different Nurse Administrators and a consistent need to hire faculty replacements and/or seek new additions for specialty area faculty positions. This turn-over has contributed to the continuing low pass rates on the NCLEX-RN examinations, and a heightened sense of anxiety throughout the department at all levels, resulting in many resignations. The current Administrator, Dr. Rena Boss-Victoria, began her leadership of the program in August 2015. Since that time two primary goals have been to establish stability within the Department of Nursing through the hiring of six new faculty members and several administrative staff, and to establish a renewed focus on updating the policies related to student admissions, progression and graduation outcomes. Both of these goals have met with success and have brought the department closer to meeting the requirements for quality nursing education. For example, although we did not meet the State standard for the 2016 NCLEX-RN pass rate, there was a significant increase in the Department's pass rate from 41.1% in 2015 to 71.0% in 2016.

History of the Department of Nursing

The Department of Nursing was established in 1979 with a program of study offering the Registered Nurse to Bachelor of Science (RN-BS) nursing completion program. It was the only freestanding RN – BSN program in Maryland. In 1989 the Master of Science in Nursing (MSN) program was established. In 2002, the generic Baccalaureate Nursing Program was initiated and accepted the first students in the following fall semester. The BSN program received full accreditation from NLNAC in 2004, and in 2009. With the exception of the RN to BSN undergraduate nursing students, the nursing students follow a full-time progression plan; the RN to BSN progression plan maybe full-time or part-time.

The faculty believes that undergraduate education builds upon the generalist foundation of the American Association of Colleges of Nursing Essentials of Baccalaureate Education to prepare nurses for practice and leadership roles. Undergraduate education provides the student with opportunities to develop expertise and specialized knowledge in the care of clients and populations. The undergraduate program is organized using

core, supporting, and specialty content. Undergraduate nursing education incorporates evidence-based practice that enables nurses to participate in health policy development, research, health promotion, and management, with emphasis on diverse and vulnerable populations. The curriculum is guided by organizations such as the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education, Standards and Criteria of the Accrediting Commission for Education in Nursing (ACEN) and the Maryland Board of Nursing (MBON).

Students are admitted into the baccalaureate nursing program in one of four options/tracks:

- **Traditional (4 years)**: Designed for freshman students who have completed the required general education courses to become eligible for admission
- **Accelerated transfer (18 months)**: A rapid-paced degree program for students who have completed some college courses
- **Accelerated second degree (18 months)**: A rapid-paced degree program for students who have already earned a bachelor's degree
- **RN to BSN (12-18 months)**: Designed for students who have an associate's degree in nursing and are moving forward to earn their bachelor's degree

COMAR 10.27.03. 04 Philosophy and Objectives, Outcomes, or Competencies

The BSN nursing curriculum is developed and implemented based on the faculty's beliefs about professional nursing education and professional nursing practice, the nature of the client, health, and the environment. In order to meet the current and future needs of global communities, professional nursing education must prepare graduates to provide therapeutic and culturally congruent care in a variety of settings. Professional nursing education encourages the development of caring behaviors, therapeutic communication, cultural competence, social awareness and collaborative skills that facilitate academic and personal development. The faculty believes professional nursing education prepares learners to think critically, to apply clinical reasoning, to adapt to technological changes, and to pursue continued education as a goal directed lifelong process. The mission, vision, philosophy, and program outcomes are published on the BSU website: <https://www.bowiestate.edu/academics-research/colleges/college-of-professional-studies/departments/nursing/>.

BSN Program Student Learning Outcomes

Upon completion of the Undergraduate Nursing Program, the graduate will be able to:

1. Implement nursing processes and caring behaviors to individuals, families, and communities.
2. Use communication, technology, and collaborative skills to provide safe and effective care.
3. Apply culturally congruent care for clients across the life span.

4. Utilize evidence-based findings for decision-making that advances sociocultural, political, economic, legal, and ethical issues in nursing.
5. Integrate health policies from legislative and governing bodies into nursing practice.
6. Employ and lead the development of program policies in collaboration with professional organizations to advocate optimal wellness for families and communities.
7. Demonstrate accountability for meeting the changing health care needs of diverse populations representing the global community, through the continuation of personal, professional, and educational development.
8. Integrate critical thinking, clinical reasoning to promote optimal wellness to clients, families and communities.

COMAR 10.27.03.05 Administration and Organization

The BSU College of Professional Studies Department of Nursing Baccalaureate program is accredited with a Warning by the Accrediting Commission for Education in Nursing (ACEN) and approved by the Maryland State Board of Nursing.

COMAR 10.27.03.07 Nursing Program Administrator

The current Nurse Administrator for the Program is Dr. Rena Boss-Victoria. Prior to joining the Department she served as an Associate Professor in the Nursing Department at Coppin State University. She also served as the professional staff member and chair of the Delaware State University Department of Nursing undergraduate nursing curriculum committee. Additionally, she has served as the Assistant to the Dean and Nursing Chair.

Dr. Boss-Victoria meets or exceeds each of Bowie State University's credential and experience requirements for Department heads. BSU Department Head Credentials, according to BSU Department Head Position Announcement, must include:

- Doctorate in Nursing or a related discipline required (Dr. Boss-Victoria has a Doctorate in Public Health).
- Master of Science in Nursing required.
- Current Maryland nursing license.
- Extensive teaching, practice, and administrative experience, and an established record of grant writing and scholarship.

Dr. Boss-Victoria was vetted by both the Dean of the College of Professional Studies at Bowie State University and the University Provost. She fully meets the credential and experience requirements for the State of Maryland Board of Nursing as well. MBON requires (COMAR 10.27.03.07) –

- Current licensure as a RN in Maryland
- Graduate degree in Nursing
- Academic preparation for experience in administration
- Doctorate in Nursing or a related field is recommended

In total Dr. Boss-Victoria has more than 15 years teaching experience in nursing, 23 years teaching experience in higher education (undergraduate, graduate and doctoral levels), 8 years as a practicing nurse in Texas, and more than 15 years of administrative experience. Her teaching/advising/consulting positions are diverse, and include her service as a tenured Associate Professor of Education in the College of Education and Associate Professor in the School of Nursing at Prairie View A & M University; Senior Fellowship at the National Behavioral Health Center; Associate Professor and Director of the Simulation Education Center at Coppin State University; Associate Professor of Public Health and Director of the Center for HIV Prevention, Evaluation, Policy and Research at Morgan State University; and Adjunct Professor at the University of Texas School of Nursing.

Dr. Boss-Victoria is the recipient of honors, awards, appointments and promotions too numerous to name, including a Senior Fellowship at the National Behavioral Health Center; the NISOD Excellence Award recognizing her on an international level as a five-star faculty member in the nation, state and local education community; and her selection as a participant from academia to help the National Institutes of Health (NIH) chart the future direction of minority health research for the nation. Dr. Boss-Victoria has diverse work experience in the area of nursing, including work as a Nursing Supervisor and Research Specialist; Clinical Nurse Specialist at the Veterans Administration Medical Center at Houston, Texas; Clinical Instructor – Rheumatology Clinical Medical and Nursing Education Adjunct Faculty at University of Texas; Specialty Care Nurse in Trauma and Emergency Room Care at VA Medical Center; and a Registered Nurse, Charge Nurse and Assistant Head Nurse in the Neurology Intensive Care Unit and Rehabilitation Care at Veteran’s Administration Hospital.

Dr. Boss-Victoria is a member of numerous professional associations, including the American Nurses Association, the National Black Nurses Association, the American Public Health Association, Sigma Theta Tau International Honor Society of Nursing, and the Society for Public Health Education. She has written numerous papers, articles, journal submissions, presentations and book chapters. She has submitted a wide variety of grant proposals to local, state, federal and international offices. Her entire vita has been submitted to ACEN and to MBON.

COMAR 10.27.03.08 Faculty and Clinical Instructors

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
FT	Birthele Archie	8/26/16	Assistant Professor	BS - 1978	Aquinas College Grand Rapids, MI	MSN - 1986 DNP - 2015	Wayne State University Detroit, Michigan Case Western Reserve University Frances Payne Bolton School of Nursing - Cleveland, Ohio	RN; Education	T - NURS 400 - Intro to Nursing Theory T - NURS 502 - Conceptual and Theoretical Foundations for Advanced Practice Nursing T - NURS 620 - Nurse Educator Role O - Advising
FT	Danielle Artis*	8/26/16	Nursing Instructor	BSN - 2001	University of Delaware Newark, DE	MSN - 2010 Enrolled in Doctoral Program	The Catholic University of America Washington, DC The Catholic University of America - Washington, DC	RN; Pediatrics	T - NURS 412 - Transition into Professional Nursing Practice T - NURS 415 - Nursing Care of the Child and Family C - NURS 416 - Nursing Care of the Child and Family O - Advising
FT	Kathy Barnes	2/8/16	Nursing Instructor	BSN - 1980	Coppin State College, Helene Fuld School of Nursing Baltimore, MD	MSN - 1991 Enrolled in Ed.D.	Lehman College West Bronx, New York Morgan State University - Baltimore, MD	RN	T - NURS 201 - Foundation of Nursing Practice T - NURS 215 - Nutrition in Health and Disease T - NURS 380 - Maternal/Newborn & Women's Health

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
									C - NURS 381 - Maternal/Newborn & Women's Health T - NURS 415 - Nursing Care of the Child and Family T - NURS 499 - Nursing Comprehensive Exam T - IDIS 460 - Transcultural Health & Wellness O - Advising
FT	Doris Clark	8/20/07	Associate Professor	BS - 1978	Aquinas College Grand Rapids, MI	MSN - 1986 DNP - 2015	Wayne State University Detroit, Michigan Case Western Reserve University Frances Payne Bolton School of Nursing - Cleveland, Ohio	RN; CNE	T - NURS 502 - Conceptual and Theoretical Foundations for Advanced Practice Nursing T - NURS 620 - Nurse Educator Role O - Advising
FT	Debra Coppedge	10/26/09	Lab Coordinator	BSN - 1981	George Mason University Fairfax, VA	MSN - 2010	University of Phoenix Phoenix, AZ	RN; Simulation	T - NURS 201 - Foundation of Nursing Practice T - NURS 203 - Foundation of Nursing Practice II T - IDIS 450 - Alternatives for Intervention for Health and Wellness

FT/PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
									O - Advising
FT	Thelma Floyd*	8/1/13	Assistant Professor	BSN - 1972	University of Maryland Baltimore, MD	MSN - 1978 PhD - 2010 DHA - 2010	The Catholic Univ. of America Washington, DC University of Phoenix, Phoenix, AZ	RN; Psychiatric Nursing; Clinical Specialist	T - NURS 308 - Pharmacology T - NURS 385 - Psychiatric/Mental Health C - NURS 386 - Psychiatric/Mental Health T - NURS 400 - Intro to Nursing Theory T - NURS 406 - Nursing Practice: Community C - NURS 409 - Nursing Practice: Community O - Advising
FT	Rhonda Gall	1/1/04	Instructor	BSN - 1977	Howard University Washington, DC	MSN - 1999	University of MD Baltimore, MD	RN; Gerontological Nurse Practitioner (GNP-BC); CRNP; Simulation	T - NURS 302 - Health Assessment C - NURS 349 - Adult Practice Clinical T - NURS 368 - Gerontological Nursing T - NURS 401 - Concepts in Family Health T - NURS 406 - Nursing Practice: Community C - NURS 409 - Nursing Practice: Community T - NURS 410 - Care of Complex Clients

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
									T - NURS 411 - Care of Complex Clients T - IDIS 450 - Alternatives for Intervention for Health and Wellness O - Advising
FT	Dorothy Glisson	1/1/12	Nursing Instructor	BSN - 1987	University of the District of Columbia Washington, DC	MSN - 2011	Walden University Los Angeles, CA	RN	T- NURS 308 - Pharmacology T - NURS 385 - Psychiatric/Mental Health C - NURS 386 - Psychiatric/Mental Health T - NURS 406 - Nursing Practice: Community C - NURS 409 - Nursing Practice: Community T - IDIS 450 - Alternatives for Intervention for Health and Wellness O - Advising O – Undergraduate Program Coordinator
FT	Brittani Haynes	2/8/16	Instructor	BSN - 2007	Bowie State University Bowie, MD	MSN - 2013	University of Phoenix Phoenix, AZ	RN; Family Nurse Practitioner	T - NURS 203 - Foundation of Nursing Practice II T - NURS 302 - Health Assessment T- NURS 416 - Nursing Care of the Child and

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
									Family T - NURS 412 - Transition into Professional Nursing Practice T - NURS 499 - Nursing Comprehensive Exam O - Advising
FT	Denise Jarboe	2/8/16	Assistant Professor	BS - 1981	University of Maryland College Park, MD	MSN - 2010 DNP - 2015	Walden University Los Angeles, CA Walden University	RN; Critical Care Nursing	T - NURS 101 - Professional Nursing Perspectives T - NURS 302 - Health Assessment T - NURS 348 - Adult Practice C - NURS 349 - Adult Practice Clinical T - NURS 410 - Care of Complex Clients T - NURS 411 - Care of Complex Clients T - NURS 499 - Nursing Comprehensive Exam O - Advising
FT	Sheeba Nadarajah*	1/1/14	Assistant Professor	BSN - 1997	College of Nursing Madras Medical College Tamilnadu, India	MSN - 2010 PhD - 2012	The Catholic Univ. of America Washington, DC University of MD College Park	RN; Medical Surgical	T - NURS 315 - Pathophysiology T - NURS 400 - Intro to Nursing Theory T - NURS 410 - Care of Complex Clients C - NURS 411 - Care of Complex Clients

FT/PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
									O - Advising
FT	Cordelia Obizoba	8/1/09	Assistant Professor	BSN - 2001	University of Maryland Baltimore, MD	MHCA - 2004 MS in HSLM w education PhD - 2014	University of Maryland Baltimore, MD	RN	T - NURS 215 - Nutrition in Health and Disease T - NURS 315 - Pathophysiology C - NURS 349 - Adult Practice Clinical T - NURS 380 - Maternal/Newborn & Women's Health C - NURS 381 - Maternal/Newborn & Women's Health T - NURS 400 - Intro to Nursing Theory T - NURS 425 - Transition into Professional Nursing Practice O - Advising O-Traditional and Transfer Students Open House O-University Committee/Activities
FT	Doris Scott	1/26/15	Assistant Professor	BSN - 1963	Dillard University New Orleans, LA	MSN - 1968 Advanced Studies Certificate – 1969 Certificate of	Boston University Boston, MA Boston University Boston, MA	RN; Child and Adolescent Psychiatric Nursing RN; Child and Adolescent Development RN; Nurse	T - NURS 101 - Professional Nursing Perspectives T - NURS 385 - Psychiatric/Mental Health C - NURS 386 - Psychiatric/Mental Health

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
						Psychiatric- Mental Health - 2012 PhD	University of Maryland Baltimore, MD University of MD, College Park, MD University of Maryland School of Nursing	Practitioner - Family Focus	T - NURS 406 - Nursing Practice: Community C - NURS 409 - Nursing Practice: Community T - IDIS 460 - Transcultural Health & Wellness O - Advising
FT	Twanna Whitehead	8/26/16	Instructor	BSN - 2007	Bowie State University Bowie, MD	MSN - 2015	Bowie State Univ. Bowie, MD	RN; Family Nurse Practitioner	T - NURS 201 - Foundation of Nursing Practice T - NURS 607 - Advanced Health Assessment T - NURS 715 - Primary Care II: Women's Health, Obstetric and Pediatric Clients - Practicum T - NURS 799 - Nursing Comprehensive Exam O - Advising O - Practice Lab

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
FT	Sharon Wilks	8/1/12	Assistant Professor	BSN - 1986	SUNY Health Science Center Brooklyn, NY	MSN - 2014 Enrolled in Doctoral Program	Bowie State University Bowie, MD Capella University - Minneapolis, Minnesota	RN; Education	T- NURS 101 - Professional Nursing Perspectives T - NURS 350 - Nursing Practice Concepts T - NURS 425 - Transition into Professional Nursing Practice C - NURS 412 - Transition into Professional Nursing Practice T - IDIS 460 - Transcultural Health & Wellness O - Advising
PT	Josephine Akintonde	2/4/13	Instructor	BSN - 1994	University of MD at Baltimore Baltimore, MD	MSN - 2000	University of Maryland Baltimore, MD	RN; Pediatrics; Post Master's Certificate in Teaching; Diploma Lactation; Diploma Midwifery	T - NURS 380 - Maternal/Newborn & Women's Health C - NURS 381 - Maternal/Newborn & Women's Health T - NURS 415 - Nursing Care of the Child and Family C - NURS 416 - Nursing Care of the Child and Family
PT	Darlene Brownlee	6/1/08	Instructor	BSN - 1989	Wayne State University Detroit, MI	MSN-GNP - 2000	University of Maryland Baltimore, MD	RN; GNP; CRNP	T- NURS 315 - Pathophysiology T - NURS 348 - Adult Practice

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
						Post MS- ANP 2011			T - NURS 716 T - NURS 717
PT	Malissa daGraca	8/1/09	Instructor	BS - 2000	University of Rhode Island Kingston, Rhode Island	MS - 2008 Post Master's - FNP - 2012	University of Maryland Baltimore, MD George Washington University Washington, DC	RN; RNC In Patient OB; RNC EFM - Electronic Fetal monitoring; FNP	T - NURS 201 - Foundation of Nursing Practice T - NURS 203 - Foundation of Nursing Practice II T - NURS 315 - Pathophysiology T - NURS 380 - Maternal/Newborn & Women's Health T - NURS 714 - Primary Care III: Women's Health, Obstetric and Pediatric Clients
PT	Michelle Davis	7/23/15	Instructor	BSN - 1994	Delaware State University Dover, Delaware	MSN - 2012	Towson State University Towson, Maryland	RN; CHPN	T - NURS 203 - Foundation of Nursing Practice II T - NURS 381 - Maternal/Newborn & Women's Health
PT	Caroline Ekey	5/1/13	Instructor	BSN - 2000	University of MD Baltimore, MD	MSN - 2012	University of Maryland Baltimore, MD	RN	T-NURS 201 - Foundation of Nursing Practice

FT/PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
PT	Elena Lunasin	9/22/14	Instructor	BSN - 1999	Bowie State University Bowie, MD	MSN - 2004	Marymount University Maryland	RN; Basic Life Support; AHA Basic Life Support Instructor; Advanced Cardiac Life Support; AHA Advanced Cardiac Life Support Instructor	C - NURS 349 - Adult Practice Clinical T - NURS 411 - Critical Care of Complex Clients
PT	Bobbie Masters	1/24/14	Instructor	BSN - 1987	Bowie State University Bowie, MD	MHCA - 1993 PhD - 2017 (pending)	Michigan State University East Lansing, Michigan Capella University	RN	C - NURS 412 - Transition into Professional Nursing Practice C - NURS 409 - Nursing Practice: Community T - NURS 386 - Psychiatric/Mental Health
PT	Blondia Mays	1/22/14	Instructor	BSN - 1998	Hampton University Hampton, VA	MSN	Morgan State University Baltimore, MD	RN	T - NURS 203 - Foundation of Nursing Practice II C - NURS 349 - Adult Practice Clinical
PT	Pauline Muoneke	8/22/14	Instructor	BSN - 2004	Columbia Union College Maryland	MSN - 2011	University of Maryland College Park, MD	RN	C - NURS 349 - Adult Practice Clinical
PT	Florence Odubayo	9/9/14	Instructor	BSN - 2006	Shenandoah University	MSN - 2014	Bowie State University	RN;	T - NURS 203 - Foundation of Nursing

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
					Virginia Winchester, VA		Bowie, MD		Practice II C - NURS 349 - Adult Practice Clinical
PT	Irene Offor	12/11/14	Instructor	BSN - 2004	George Mason University Fairfax, VA	MSN - 2012	Morgan State University Baltimore, MD	RN;	T - NURS 203 - Foundation of Nursing Practice II T - NURS 412 - Transition into Professional Nursing Practice
PT	Adeyinka Okonkwo		Instructor	BSN -2011	Chamberlain College of Nursing Addison, Illinois	MSN - 2013 CPN - 2009 CRCN - 2016 Enrolled in DNP Program - Candidate 2020	Chamberlain College of Nursing Addison, Illinois University of South Alabama Mobile, Alabama	RN; CPRN	C - NURS 381 - Maternal/Newborn and Women's Health C - NURS 411 - Critical Care of Complex Clients
PT	Wilberforce Osei	7/20/15	Instructor	BS - 2008	University at Buffalo Buffalo, NY	MCPHS - 2008	University at Buffalo Buffalo, NY MCPHS University	RN; Pharmacy	T - NURS 308 - Pharmacology

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
						Doctor of Pharmacy			
PT	Rita Pyuzza	8/1/11	Instructor	BSN - 2002	University of Maryland Baltimore, MD	MSN - 2005	University of Maryland Baltimore, MD	RN;	C - NURS 349 - Adult Practice Clinical
PT	Tabita Rigsby - Robinson	8/23/12	Instructor	BSN - 1993	University of Maryland Baltimore, MD	MSN - 2011	University of Phoenix Phoenix, AZ	RN; Simulation	T - NURS 201 - Foundation of Nursing Practice T - NURS 203 - Foundation of Nursing Practice II T - NURS 302 - Health Assessment T - NURS 348 - Adult Practice C - NURS 349 - Adult Practice T - IDIS 460 - Transcultural Health & Wellness O - Advising O - Nursing Student Success Center
PT	Zorica Scur	6/22/15	Instructor	BSN - 2005	Columbia Union College Takoma Park, Maryland	MSN - 2014	Washington Adventist University Takoma Park, Maryland	RN;	C - NURS 416 - Nursing Care of the Child and Family
PT	Pamela Young	1/24/14	Instructor	AA - 2004	University of DC	MSN - 2013	Walden University Minneapolis,	RN; Geriatrics;	C - NURS 349 - Adult Practice

FT/ PT	Faculty Fall 2014 - Fall 2016	Date of Initial Appt.	Rank	Baccalaureate Degree (credential)	Institution Granting Baccalaureate Degree	Graduate Degrees* (credential) and Specialty Certifications	Institution Granting Graduate Degree*	Areas of Clinical Experience/ Expertise	Academic Teaching (T), Clinical and Other Areas of Responsibility (O)
					Washington, DC	Geriatrics Nursing - 2015 CNE Cert. - 2012 MDS Cert - 2011 (expired)	Minnesota ANA AANAC AANAC	Certified Nurse Executive (CNE);	C - NURS 409 - Nursing Practice: Community Clinical T - NURS 425 - Transition into Professional Nursing Practice

*These faculty are no longer employed by BSU in the DON as of 1/24/2017.

COMAR 10.27.03.11 Faculty Development and Evaluation

Faculty Name	Developmental Activities and University/Community Services
Archie, Birthale	<p>AY 2016 - Graduate Council</p> <p>AY 2016 - Undergraduate DON Representative on Special ACEN Projects</p> <p>AY 2016 - Graduate Curriculum Committee</p> <p>AY 2016 -Graduate Nursing Admissions Committee</p> <p>AY 2016 - Faculty Senate Standing Committee: Budget and Retrenchment</p> <p>2016- Chair, National Black Nurses Association (NBNA) 28th Annual Capitol Hill Day and White House Briefing.</p> <p>2016 Chair, NBNA Investment Accounts Portfolio (Wells Fargo).</p> <p>2015- Liaison Lead for eight (8) NBNA Chapters.</p> <p>2015 Chair, NBNA Member Benefits Committee. 2014 Second Vice President of NBNA.</p> <p>2015 Founder and President of the Kalamazoo-Muskegon MI Black Nurses Association. 1998 - 2015</p> <p>2014 - 2015 Chair, Work Retention Network Committee, Michigan Works- Workforce Development 2010 Board of Directors. Grand Rapids, MI</p>
Artis, Danielle	<p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p>
Barnes, Kathy	<p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p> <p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p>
Clark, Doris	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p> <p>Nursing Faculty Fellowship from NSP-II Grant; 10/23/2016</p> <p>2016 Patient Safety and Provider Safety Institute. NBNA 44th Annual Institute and Conference. Memphis TN; August 1-7, 2016</p> <p>2016 Nursing: Advancing Healthcare Practices through Diversity and Collaboration; August 1-7, 2016; NBNA 44th Annual Institute and Conference; Memphis TN.</p> <p>2015 Nursing: Multidisciplinary Approaches to Patient Centered Care; July 29-August 2, 2015; NBNA 43rd Annual Institute and Conference; Atlanta, GA .</p> <p>Medication Adherence and Medication Adherence Algorithm. National Black Nurses Association 44th Institute and Conference. Memphis, TN, August 5, 2016.</p>

Faculty Name	Developmental Activities and University/Community Services
	<p>Walking-Exercising for Health. First Community AME Church. Grand Rapids, MI. June 10, 2016.</p> <p>Sessions: Hypertension, Diabetes, and Renal Failure. In partnership with Kalamazoo-Muskegon MI Black Nurses Association, Blue Cross Blue Shield of Michigan, and Michigan Blood Bank. Grand Rapids, MI. September 13, 2014.</p> <p>Diabetes Mellitus and Hypertension. Grand Rapids African American Health Institute. Grand Rapids. MI May - June 2014.</p> <p>Blue Cross Blue Shield of Michigan. Nursing scholarships and support of the Kent County Kalamazoo Muskegon Michigan Black Nurses Association's mission. \$5,000.00 annually. 2004-Present.</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016 AY 2016 - Graduate Council</p> <p>AY 2016 - Undergraduate DON Representative on Special ACEN Projects</p> <p>AY 2016 - Graduate Curriculum Committee</p> <p>AY 2016 -Graduate Nursing Admissions Committee</p> <p>AY 2016 - Faculty Senate Standing Committee: Budget and Retrenchment 2016- Chair, National Black Nurses Association (NBNA) 28th Annual Capitol Hill Day and White House Briefing.</p> <p>2016 Chair, NBNA Investment Accounts Portfolio (Wells Fargo).</p> <p>2015- Liaison Lead for eight (8) NBNA Chapters.</p> <p>2015 Chair, NBNA Member Benefits Committee. 2014 Second Vice President of NBNA.</p> <p>2015 Founder and President of the Kalamazoo-Muskegon MI Black Nurses Association. 1998 - 2015</p> <p>2014 - 2015 Chair, Work Retention Network Committee, Michigan Works- Workforce Development 2010 Board of Directors. Grand Rapids, MI</p>
Coppedge, Debra	<p>MHEC -Faculty for Simulation in Teaching (M-FAST); January 2010; March, 2012, January 2014; John Hopkins University, Baltimore, MD</p> <p>Learning Online Teaching Technology Online (LOTTO) I and II; January 20, 2016; Bowie State University, Bowie, MD</p> <p>Simulation Education Leaders (Maryland Clinical Simulation Resource Consortium - MCSRC); April 2016; Montgomery College, Silver Spring, MD</p> <p>ACEN Self-Study Forum; October 2016; Baltimore, MD</p> <p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016 DON Facilities and Resource Development - Center for Natural Science, Math and Nursing Building Committee (AY 2014 - Present)</p>
Floyd, Thelma	<p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p>

Faculty Name	Developmental Activities and University/Community Services
	Curriculum Mapping Webinar; May 2015; Bowie State University DON
Gall, Rhonda	<p>Concept-based Curriculum Conference (2-day conference); February 2014; Silver Spring, MD</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p> <p>MHEC -Faculty for Simulation in Teaching (M-FAST); Date: January 2010; March, 2012, January 2014; Location: John Hopkins University, Baltimore, MD</p> <p>Learning Online Teaching Technology Online (LOTTO) I and II; Date: January 20, 2016; Location: Bowie State University, Bowie, MD</p> <p>Simulation Education Leaders (Maryland Clinical Simulation Resource Consortium - MCSRC); Date: April 2016; Location: Montgomery College, Silver Spring, MD</p> <p>ACEN Self-Study Forum; Date: October 2016; Location: Baltimore, MD</p> <p>American Academy of Nurse Practitioners Annual Conference; Date: October 2015; October 2016 (20 - 23 CEU); Location: New Orleans, LA and San Antonio, TX (respectively)</p> <p>Gerontologic Advanced Practice Nurses Association Annual Conference ; Date: September 2016, 2017 (20 -23 CEU); Location: San Antonio, TX and Phoenix, AZ (respectively)</p> <p>End-of-Life Nursing Education Consortium (ELNEC) – for Advanced Practice Registered Nurses; Date (7 CEU) June 2016; Location; Phoenix, AZ</p> <p>Post Master's Psychiatric Mental Health Nurse Practitioner University of Cincinnati (current); Date: January 2015 - Present; Location: Distant Learning, Cincinnati, OH</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p> <p>Transfer Student Information Sessions, annually 2014 - Present, Bowie State University</p> <p>BSU Nursing Student Recruitment; March 23, 2015, Catonsville, MD; Community College of Baltimore Maryland (CCBC)</p> <p>Health and Wellness Ministry; quarterly 2005 - Present, Greater Mount Nebo AME</p>
Glisson, Dorothy	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p> <p>Flip the classroom/CEU - 04/2014 - University of VA</p> <p>Writing for Publication Workshop -2/2016 - University of MD at Baltimore</p> <p>Test Construction Workshop 3/2016 - University of MD</p> <p>Maryland Higher Education Grant Proposal/acceptance for Student Success Center - 7/2015</p> <p>Walden University -Panel Member Student Dissertation 2015</p> <p>University of Maryland-Public Health Poster Judge 2015, 2016</p> <p>MEHC-NSP Nurse Consultant Faculty Development Grant</p> <p>Supplemental Instructor Training/Supervisor Certification 04/2016</p>

Faculty Name	Developmental Activities and University/Community Services
	<p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON Undergraduate Curriculum Committee</p> <p>Admission, Progression and Graduation Committee</p> <p>Undergraduate Coordinator AY:2015-2016</p> <p>Mount Ennon Baptist Church Health screenings and health fairs</p> <p>Mount Ennon Baptist Church - Nurse Consultant Servant Leader-2012-Current Chair –Annual Health Fair</p>
Haynes, Brittani	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p>
Jarboe, Denise	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p>
Nadarajah, Sheeba	<p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p>
Obizoba, Cordelia	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p> <ol style="list-style-type: none"> 1. Presentation Title: Improving diversity in nursing education and practice Event: Poster presentation at the 2016 National Association of Minority Medical Educators Conference at Arlington, VA Date: August 2016 2. Presentation Title: Improving diversity in nursing education and practice Event: Poster presentation at the Nurse Leadership Institute close out session at the University Of Maryland Baltimore School Of Nursing; August 2016 3. Presentation Title: Exploration of Nursing Faculty Members' lived Experiences of Objective Structured Clinical Examination (OSCE) in Undergraduate Nursing Education Event: podium presentation at the 5th International Conference on Family Nursing. Philadelphia, PA; June, 2016 4. Presentation Title: Basics of Research. Event: Annual Undergraduate Symposium at Bowie State University Bowie, MD Date: August, 2015 5. Presentation Title: Instructional Design Models—Framework for Innovative Teaching and Learning Methodologies

Faculty Name	Developmental Activities and University/Community Services
	<p>Event: Oral podium presentation at the International Conference on Institutional Leadership, Learning and Teaching (ILLT) at London, UK Date: September, 2015</p> <p>6. Presentation Title: Effective Facilitation Methods for Online Teaching Event: Oral podium presentation at the International Conference on Institutional Leadership, Learning and Teaching (ILLT) at London, UK Date: September, 2015</p> <p>7. Presentation Title: First generation Graduates Event: Faculty Institute at Bowie State University Bowie, MD Date: August, 2014</p> <p>General Educ. Committee Convocation and commencement</p> <p>MNA Practice and Education Committee member Sigma Theta Tau membership committee</p>
Scott, Doris	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p> <p>Community Health Fair; July, 29, 2016; Church in Baltimore</p> <p>Parish Nursing Activity – Sunday School Program for Adolescents: Epworth</p> <p>United Methodist Chapel. Woodlawn, Maryland</p>
Whitehead, Twanna	<p>ACEN Conference - 9/2016</p> <p>Kellermann FNP Review - 8/2016</p> <p>National Guard Medical Clinic - Monthly Medical Training</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p>
Wilks, Sharon	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON</p> <p>MHEC -Faculty for Simulation in Teaching (M-FAST); 2013; John Hopkins University, Baltimore, MD</p> <p>Learning Online Teaching Technology Online (LOTTO) I and II; January 20, 2016; Bowie State University, Bowie, MD</p> <p>Concept-based Curriculum Conference (2-day conference); July 2015 ; Silver Spring, MD 2 day con</p> <p>Strategies in Clinical Teaching; November 2014, UMSON, Baltimore, MD</p>

Faculty Name	Developmental Activities and University/Community Services
	<p>Writing for Exams; November 2015; UMSON, Baltimore, MD</p> <p>LOTTO January 2016 3-days</p> <p>ACEN Self-Study Forum; September 2015, Atlanta, GA</p> <p>PhD Residency Track 1 - Capella University; November 2016, Orlando, FL</p> <p>Teaching for NCLEX Preparedness;</p> <p>Thinking Upstream: Nurses Working to Address Climate Change in Public Health; September 2016; UMSON</p> <p>Taking the Classroom from Good to Great; July 2015; e-Webinar</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON, Bowie, MD</p> <p>Maryland Nurses Association Convention; October 2013 and October 2015; Annapolis, MD and Linthicum, MD (respectively)</p> <p>Faculty Development Seminar Series for Nursing Program Improvement and Evaluation; October 2015, February 2016; April 2016</p> <p>BSU DON Representative at Careers in Nursing Fair; April 28, 2014, VA Medical Center-DC</p> <p>NLNAC Spring Dinner; Silver Spring, MD</p> <p>MNA Nurses Lobby Night in Annapolis; February 2014; Annapolis, MD</p>
Akintonde, Josephine	<p>Preparing Students for Technology; National League for Nursing Seminar; 2010; Webinar</p> <p>Managing Difficult Student Situations; National League for Nursing Seminar; 2010; Webinar</p> <p>Measuring Outcomes for Innovation to Practice in Nursing Education; National League for Nursing Seminar; 2010; Webinar</p> <p>Speaker Marilyn Stem Annual Conference; 2011; Girls Talk</p> <p>Speaker March of Dimes; 2011; Prevention in NICU Baby Program</p> <p>Community Service Volunteer for the Faculty Senate; 2012; Exemplary Teaching Award</p> <p>Consumer Advocate for Southern Maryland Perinatal Partnership; 2012 - present</p> <p>Creative Teaching Strategies for Nurse Educators; March 2012; PESI Health Care in MD</p> <p>Trends in Pediatric Nursing; National Children's Hospital; June 2011; Washington DC</p> <p>Maternal Child Health Bureau Epidemiology Training (CDC); May 2011; Atlanta, GA</p>
Brownlee, Darlene	<p>Faculty Institute and Orientation; every semester; Bowie State University</p> <p>Continuing Education for License Renewal</p> <p>NP Certification</p>
daGraca, Malissa	<p>Prenatal Conference; April 2015 and April 2016; Philadelphia, PA</p> <p>Candidate for DNP; start Fall 2017; George Washington University, Washington, DC</p>

Faculty Name	Developmental Activities and University/Community Services
	<p>Contemporary Issues in Diabetes Management; Spring 2015 and Spring 2014; Annapolis, MD</p> <p>Continuing Education (series of Webinars); 2013 - Present; National Certification Corporation (NCC), American Association for Nurse's Practitioners (AANP), Medscape</p>
Davis , Michelle	<p>OSHA Training; September 2016; eTraining</p> <p>HIPPA Competency Training; September 2016; eTraining</p>
Ekey, Caroline	<p>Educational Activities from the University of Maryland, School of Nursing:</p> <p>N690: Managerial Health Finance</p> <p>N691: Organizational Theory</p> <p>N692: Nursing and Health Services Administration (MS)</p> <p>N695: Practicum in Health Services, leadership, and Management (MS)</p> <p>N787: Theoretical Foundations of Teaching and learning in Health Professions</p> <p>N791: Instructional Strategies and Assessment</p> <p>N792: Practicum in Teaching</p>
Lunasin, Elena	Data unavailable at the time of Report
Masters, Bobbie	<p>Adjunct Faculty Award Recipient; May 2016; Bowie State University, CPS, DON</p> <p>Candidate for Doctoral Degree, School of Public Health Leadership; Capella University</p> <p>Review for Nursing education certification</p> <p>ANA: active member, Phi Eta Phi, Updated CEU in related and variable fields</p> <p>Working with Wellness Center and HBCU Legacy for Tobacco-Free status all HBCU campuses</p> <p>Volunteer services in home senior community and with HIV community services</p>
Mays, Blondia	Data unavailable at the time of Report
Muoneke, Pauline	Data unavailable at the time of Report
Odubayo, Florence	Data unavailable at the time of Report
Offor, Irene	Candidate for MSN-FNP Track at Bowie State University, expected graduation date 2019
Okonkwo, Adeyinka	NTI AACN National and Critical Care Exposition - 2014
Osei, Wilberforce	Data unavailable at the time of Report
Pyuzza, Rita	Data unavailable at the time of Report
Rigsby - Robinson, Tabita	<p>Professional Faculty Development Off-Site Retreat; 5/24/2016 – 5/26/2016, Faculty development component on 5/19th and 5/24th; Ocean City, MD</p> <p>Train-the-Trainer SEL2 - 11/3/2016 - Montgomery College</p> <p>Train-the-Trainer SEL1 - 4/6/2016 - Montgomery College</p>

Faculty Name	Developmental Activities and University/Community Services
	<p>Supplemental Instructional Certification Training - 4/2016 Location: University of Missouri, Kansas City</p> <p>Flip the classroom/CEU - 04/2014 - University of VA</p> <p>Writing for Publication Workshop -2/2016 - University of MD at Baltimore</p> <p>Test Construction Workshop 3/2016 - University of MD</p> <p>Maryland Higher Education Grant Proposal/acceptance for Student Success Center - 7/2015</p> <p>Curriculum Mapping Webinar; May 2015; Bowie State University DON AY 2014 - AY 2016 - Admission Progression and Graduation (APG) Committee</p> <p>AY 2014 - AY 2016 - Undergraduate Curriculum Committee (UGCC)</p> <p>AY 2014 - AY 2015 - College of Professional Studies Focus Group Woodstream Community Church - College and More Connection Ministry - Mentor College Student</p>
Scur, Zorica	Data unavailable at the time of Report
Young, Pamela	<ol style="list-style-type: none"> 1. Geriatric Assessment and Care (2015) 2. Teach for Success (2015) 3. Improving Outcomes thru Disease Management (2015) 4. Improving Care Transitions (2015) 5. AANC Certification –Gerontology (2015) 6. United States Conference on AIDS (2015) 7. Fifth Annual Food Day Symposium (2015) 8. Completed my MSN Capstone (Focus-Staffing Methodology) (2013) 9. Additional courses include annual/biannually required in-service/training at Veterans Affairs Medical Center (Government Ethics, VHA CO and Business Integrity (CBI) Awareness, CPR, ACLS, (I CARE) customer service, etc.) 10. Began Legal Nurse Consultant Program (2017)-course: Litigation and Trial Practice. <p>Health Fairs - Mount Enon Baptist Church, 2012 - Present</p> <p>Annual HIV Screening (February) - Heart-to-Hand, 2012 - Present</p> <p>Monthly Blood Pressure Screening - Mount Enon Baptist Church, 2012 - Present</p> <p>VA Outreach Programs - VA Medical Center, 2014 - 2016</p>

Percent of Faculty Who Participate in Continuing Education

82%

Scholarship

See chart above - COMAR 10.27.03.11 Faculty Development and Evaluation

The DON defines scholarship as follows:

1. Presentation of papers at national or regional meetings of professional societies;
2. Receipt of national or regional award;
3. Holding of office in a professional organization;
4. Submission and/or acquisition of funded grants, internal or external;
5. Mentoring or contribution to the scholarly growth of peers (e.g. collaboration);
6. Development of new programs;
7. Presentation of invitational lectures;
8. Editing of professional journal submissions; and
9. Participation in panels at the regional or national meeting of a professional organization

COMAR 10.27.03.14 Students

Nursing students can participate in the governance of the DON through their representation on the various committees within the Department. Undergraduate student participation is set out in the Bowie State University Undergraduate Nursing Student Handbook as follows:

Governance – It is expected that students participate in governance within the DON and University. The student participation in the governance of the University is through the BSU Student Government Association. Student participation in the governance of the DON is through the Student Nurses Association and student representation on the DON Curriculum Committee. Input from students is encouraged and welcomed regarding the courses and activities of the DON as representatives to the Undergraduate Curriculum Committee. The Student Nurses Association will hold elections annually, in the fall to elect one representative from each cohort to the Undergraduate Curriculum Committee (UCC).

Student representatives are invited to attend the monthly Faculty Organization meeting and the UGCC meetings. In 2016, students attended one meeting. The DON will be working with the BSU Nursing Student Association (NSA) to increase this participation in the future. The NSA student representatives are elected by their peers (i.e., sophomore, junior, senior) at the beginning of each academic year. The student representatives are provided an overview of their roles and responsibilities according to the DON By-Laws. The faculty NSA advisors (Ms. Wilks, traditional and RN – BSN program type, Ms. Coppedge for accelerated program type) encourage student representatives to attend scheduled Faculty Organization and Curriculum Meetings. Monthly reminder emails will go out in 2017 to student representatives to inviting them to the meetings.

Student representative roles in various committees is designed is to promote their interest and awareness of current trends and policies impacting nursing, and to share their perspectives on possible solutions related to curriculum improvement and other areas of need within the DON.

COMAR 10.27.15 Evaluation

The evaluation plan and all the evaluation tools used for analysis were developed by the Total Program Evaluation Committee (TPE), a standing committee of the nursing faculty of the whole (NFOW) for academic year 2015 – 2016. The tools that guide evaluation findings include the Course Survey (CS) administered by the University, the Faculty Evaluation of Clinical Agencies (FECAs), and the Student Evaluation of Clinical Agencies (SECAs) administered by the Department of Nursing (DON). The DON also administers the Student Survey (SS), the Graduate Exit Survey (GES), the Employer Survey (ES), and the ATI 2016 scores. The completion of the End of Course Evaluation is administered by the DON. Brief descriptions of the evaluation tools are set out below:

- **Course Survey (CS)** - The course survey is administered by the University to provide quantitative data from students for the standards and criteria as appropriate for the assessment of teaching effectiveness. The surveys are administered in each course prior to the end of each semester.
- **Student Survey (SS)** - The student survey was developed to provide quantitative data from the students for the standards and criteria related to each clinical course. The surveys are administered during the Fall, Summer and Spring semesters.
- **SECA and FECA** - The student evaluation of clinical agencies and the faculty evaluation of clinical agencies are completed at the end of each clinical rotation in each course. Students complete the ATI comprehensive predictor at the end of the senior year. This test measures their competency with NCLEX content as well as their ability to meet the Program SLOs and the RSGCs.
- **Graduate and Employer Surveys** - The graduate and employer surveys are used to measure graduate and employer satisfaction with the program and the program's ability to prepare students to achieve the Program SLOs and the RSGCs.
- **End of Course Evaluations** - End of course evaluations are completed by the Course Coordinator in collaboration with the course team and reported to the NFOW during the January Faculty Meeting and at the May Spring Retreat. It was determined during the Spring 2016 Retreat that the evaluations did not evaluate the course's ability to meet the Program SLOs and the data needed to be trended. The course evaluation forms were revised during the Summer 2016 semester and the 2016-2017 SPE was updated to reflect this data. The faculty annually identifies Program SLOs to be measured. These outcomes provide a mechanism to improve the program and enhance student learning. Data are reported in the aggregate and support expected levels of achievement of standard criteria if the aggregate is at or above 2.0 for numeric data. For narrative data, the faculty assigned to each faculty committee decide whether or not each criterion is met and report these findings to the NFOW. Action plans are developed for those aggregates that score below the expected levels of achievement as seen in the SPE.

The DON evaluates how effectively it meets its Program SLOs and Program Outcomes using the following tools:

- **Annual SLO ATI Report.** (See the SLO ATI Report attached for the summary evaluation findings for AY2014, AY2015 and AY2016). This report presents the alignment of the ATI subscale scores with the DON Program SLOs. This data is aggregated and trended, and was used to inform program decision making related to the utilization of all components of the ATI Supreme Supplemental Learning resources for individual students and for the overall course assessments throughout the curriculum. These data provide indicators of weakness and strengths. Results are used to continuously improve identified areas of weakness and maintain identified areas of strengths.
- **Annual Assessment Report** – (See Annual Assessment Report attached for the summary findings for AY2014 and AY2015). The AY2016 report is scheduled for completion in 3/2017. The faculty uses multiple measures to determine whether students have achieved Program SLOs or the Role Specific Graduate Competencies (RSGC'S) including theory examinations and quizzes, written assignments, class projects, and clinical and skill competency and standardized examinations. This detailed information is summarized in the Annual Assessment Report. The report takes the results of the course tools and aggregates the data to indicate student performance for each of the Program SLOs and Program Outcomes. The data is reported for the Traditional, Accelerated and RN-BSN program options. This data is used to inform decision-making related to the utilization of all components of the ATI Supreme Supplemental Learning resources, as well as the design of the Senior Opportunity for Remediation Success (SORS). These data provide indicators of weakness and strength. Results are used to continuously improve identified areas of weakness and maintain identified areas of strengths.
- **Surveys** – The DON conducts Exit Surveys, Alumni Surveys, Employer Surveys, Clinical Agency Surveys, End-of-Course Surveys and Student Surveys. All of these surveys include questions that ask whether students and/or the curriculum is achieving the Program SLOs and the Program Outcomes. The results of these surveys are used to inform decision-making regarding the content and organization of individual courses in the DON curriculum. These data provide indicators of weakness and strengths. Results are used to continuously improve identified areas of weakness and maintain identified areas of strengths.

For the period 2014 - 2015 the faculty was engaged in developing a MBON Action Plan to address the ACEN and MBON recommendations for program improvement planning. Evaluations were limited to internally collected data for end-of-semester nursing curriculum courses.

Evaluation findings are shared with communities of interest

The DON shares the evaluation information with collaborative and regulatory agencies in the form of verbal and written reports, either during a meeting or by a verbal or electronic communication. Evaluation findings include NCLEX pass rates, job placement data, program outcomes, and alumni survey data. Examples of examination findings that were shared during the Fall 2016 Advisory Board Meeting include the following: the DON's new vision; updated mission and philosophy; overview of the program's RSGCs and updated Program SLOs;

changes to the admission criteria; curriculum content reorganization areas; program outcomes data; and the results from the graduate exit survey. Additionally, board recommendations and any modifications to the program since the last report are addressed.

The DON's Annual reports are generated and distributed to MBON, ACEN, University President, Provost, Dean of Professional Studies and Assessment Office. This information also is shared with the University during the annual Faculty Institute meeting.

Currently, the DON web site includes program information about the faculty members' education, experience, and areas of instruction. The following data is available to the college community and the public via the DON web site: NCLEX-RN pass rates, DON program completion rates, and student job placement rates.

The program demonstrates evidence of achievement in meeting the program outcomes.

The BSU DON program can demonstrate progress toward achieving its program outcomes as evidenced by the data it has collected and analyzed. This data is in keeping with the Program detailed Systematic Plan for Evaluation (SPE). The faculty has worked diligently to put a structure in place that can provide evidence of a program in the process of improving its program outcomes.

The expected level of achievement serves as a benchmark by which the program outcomes are measured however, despite progress the program outcomes have not been achieved. As discussed below, several factors have contributed to this shortcoming. Importantly, since the 2014 MBON visit, the DON has worked to stabilize its leadership, develop comprehensive assessment tools, collect data, and generate aggregated report findings to inform decision-making about the program.

Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.

The DON program pass rates for 2014-2016 are listed in the following Table 1.0. In 2014, 2015, and 2016 the pass rates were below the national mean. The program pass rate for 2014 (52.78%), 2015 (41.10%), and 2016 (71%) continue to be below the national mean. As shown in the Table 1.0, the B.S. program pass rates are trending toward the benchmark set by MBON, and made a significant 30 point improvement in the rate for 2016.

Table 1.0 – NCLEX Pass Rates

	National Mean	BSU Mean	National Mean	BSU Mean	National Mean	BSU Mean
	<i>2014</i>	<i>2014</i>	<i>2015</i>	<i>2015</i>	<i>2016</i>	<i>2016</i>
Expected Level of Achievement	85%	85%	85%	85%	85%	85%
Actual Level of Achievement	82.56%	52.7%	82.53%	41%	83.94%	71%

Due to the decline in the NCLEX-RN pass rates from 2014-2015, a warning status letter was issued by MBON in March 2014. During that year, ACEN also placed the program on warning status. New strategies were implemented to stop the decline in the pass rates, and finally in AY 2015-2016 a new DON program Chair was recruited and hired to support the reorganization of the department and to seek resources needed for the implementation of the approved MBON action plan. Some of the changes which have occurred during the initial year of the new administrative leadership include the development of new admission criteria, updated/revised of program policies, and the reorganization of the curriculum content via the Curriculum Improvement Plan. Each of these changes is significant and we believe will contribute to a marked improvement in the DON's NCLEX pass rate in the near future.

The approved 2015 MBON Action Plan included the Program's Curriculum Improvement Plan that was initiated with the senior class Spring 2016 semester. The Curriculum Improvement Plan included an immersion and integration action intervention. Prior to the immersion and integration intervention, the senior students had successfully completed the Pediatrics theory course. The DON experienced a severe limitation of Pediatric clinical experiences in off-campus direct care facilities during the Fall 2015 semester. The curriculum immersion intervention focused on reorganizing the content to better reflect the outcomes and knowledge needed by students to increase probability of their success on NCLEX-RN examination as well as the achievement of Program SLOs, RSGCs, and Program Outcomes. The immersion of curriculum content for Pediatrics, Complex Care of Adults, and Leadership courses was integrated. Course content was aligned to support in-lab clinical practices, faculty supervision, performance evaluation and student performance evaluation.

The faculty-to-student ratios were adjusted to ensure and support quality instructional and evaluation methods. Special emphasis was placed on formative evaluations. Upon completion of the five-week immersion plan, educational activities, including in-lab simulation, the senior students progressed into the medical-surgical and leadership direct care clinical course experiences. Concurrently, the senior students, were actively engaged in the ATI Capstone Review, and participated in an ATI Live Review activity. At the end of the Spring 2016 semester, the senior students' progression to graduation included the completion of all required courses, including the ATI Comprehensive Predictor Examination. The Spring 2016 curriculum immersion and integration action intervention supported a 30 point bounce in the NCLEX-RN pass rate.

The 2014 and 2015 NCLEX-RN pass rates can be attributed, at least in part, to the insufficient number of faculty in the nursing department and high turnover in the faculty and the Department Chair position during those years. In 2016, these deficiencies were corrected through the hiring of additional faculty and an experienced Department Chair. Additional resources, including standardized testing have been identified to help improve student performance on the licensure examination, including:

- A. Capstone Content Review course during the last semester of the senior year
- B. End of course standardized testing in all core courses; and
- C. Adaptive learning activities

The DON Chair and faculty continue to work on developing comprehensive and innovative strategies to facilitate effective student learning and improve NCLEX-RN pass rates. The continuous review of and changes to the B.S. program outcomes are expected to ensure that

the DON program NCLEX-RN pass rates continue to move in the direction of meeting the national mean for first time NCLEX test takers.

Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.

The expected level of achievement for DON program completion was set at 80% by the faculty to reflect the student demographics and program options. However, between 2012 and 2015 the program experienced frequent faculty turnover and five different department heads, which severely compromised the expected level of achievement for program completion.

The program faculty have established that 75% of the students who enroll in the BS degree nursing program as freshman will complete the program within the designated 3-year sequence. Table 2.0 Completion Rates for Students in BS Degree Program 2013–2016 provides information for the completion rates of students who were enrolled in the BS degree program during the years 2013-2016.

Table 2.0 Completion Rates for Students in BS Degree Program 2013-2016

Program	Academic Year	Expected Level of Achievement	Program Completion Rate
Traditional	AY 2013 - 2014	75%	Pending
Accelerated		75%	Pending
RN-BSN		75%	Pending
Traditional	AY 2014 - 2015	75%	*66%
Accelerated		75%	*66%
RN-BSN		75%	63%
Traditional	AY 2015 - 2016	75%	**63.6%
Accelerated		75%	**63.6%
RN-BSN		75%	**63.6%

*Pre-licensure and post-licensure data were available for AY2014 and AY 2015.

**Currently, program completion rates are only calculated for the entire nursing program, not separately for each program option.

An improvement in the program completion rate has been a major emphasis of the faculty and Administrator of the BS degree program. Through a collaboration between the faculty and the class of 2015, the Nursing Student Success Center (NSSC) was established. The NSSC utilizes volunteer peer tutors to support students as they matriculate through the BS degree program. The initial focus of the NSSC, which is a MHEC externally funded program, was the

supplemental support of students in their sophomore and junior years in the BS degree nursing program.

Additional measures which have been initiated to facilitate student success include the re-organization and modification of the curriculum content.

Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

Student satisfaction bears a close relationship with student retention and success in the program. Additionally, student satisfactions results are a reliable indicator of the quality of the program. The BS degree nursing program measures graduate student satisfaction 6 – 12 month post-graduation by distributing a survey to the graduates using Survey Monkey or through phone calls and mail. The survey asks 10 questions to obtain both quantitative and qualitative data. Using the Likert scale range from 1 to 5, with 1 meaning completely unsatisfied and 5 meaning completely satisfied. A mean score of 3 or above was considered satisfactory.

In 2014 and 2015, exit surveys and post-graduate surveys were not distributed at six and twelve month intervals. In March of 2016, the DON initiated the distribution of post-graduate surveys through Survey Monkey, beginning with the Spring semester 2014 graduates. This method of distribution of surveys continued for graduated students from the Fall semester 2014 through the Fall semester 2016. Due to low response rates, the program initiated telephone calls to alumni and sent postcards announcing the mailing of surveys.

Response data from the Survey Monkey site and telephone surveys was aggregated and trended for reporting. See Table 3.0 – Graduate Program Satisfaction Surveys below.

Exit Surveys

To evaluate the graduates' perception of their achievement of learning outcomes at the University, students were questioned through an Exit Survey. Students were asked to return the surveys to the BS degree nursing program so data could be collected, organized, and analyzed. The Exit Survey of graduates was utilized in 2016. Of the 88 students who graduated in May 2016, exit surveys were given to the 60 students who attended the Recognition Ceremony of Nursing Graduates rehearsal. Of the 60 surveys distributed, 29 responses were received for a 48% return rate. The survey consisted of 21 Likert-scale type questions and three qualitative questions, for a total of 24 questions. Responses revealed an 82.7% student satisfaction rate which exceeded the ELA goal of 80%.

Post-Graduation Surveys

The survey of graduates is sent to students within six months to a year of graduation through the use of BSU's online survey tool. The alumni survey solicits information from graduates beyond one year. The students are sent an e-mail with a link to access the appropriate survey using SurveyMonkey.com. The current survey in use was revised in 2015.

The post-graduation survey consists of quantitative and qualitative questions which assess student perception of their overall learning and preparedness for practice as professional registered nurses in the healthcare environment. Copies of the surveys and results are shared with the entire nursing faculty.

The recent implementation of electronic survey format and integration of ATI testing outcomes are intended to develop a program which is more centered on student learning outcomes. The electronic survey format is an active approach implemented by the faculty for program improvement, based on student feedback.

The post-graduation survey is used to gather quantitative and qualitative data from students who have graduated beyond one year to measure their satisfaction with the program. Prior to 2015, this survey was mailed to alumni to be returned to the nursing department after completion. In 2016, the survey was sent to all alumni from the past four years.

Survey responses for years 2014, 2015 and 2016 are aggregated in Table 3.0 – Post-Graduation Program Satisfaction Surveys.

Table 3.0 – Post-Graduation Program Satisfaction Surveys

Post-Graduation Program Satisfaction Surveys – Traditional					
Expected Levels of Achievement	Date Survey Sent	Satisfaction Rate	Number of Surveys Distributed	Number of Surveys Returned	Response Rate
80%	6/22/2016 (sent to all alumni*)	55%	108	46	43%
80%	11/1/2016 (sent to 5/2016 graduates - Traditional)	48%	78	20	26%
80%	11/1/2016 (sent to 2014 graduates - Traditional)	50%	42	4	9%
Post-Graduation Program Satisfaction Surveys – Accelerated					
80%	11/6/2016 (sent to 2015 graduates - Accelerated)	100%	45	5	11%
80%	11/6/2016 (sent to 2014 graduates)	0%	27	2	7%
Post-Graduation Program Satisfaction Surveys – RN-BSN					
80%	6/27/2016	*66.7%	14	6	43%

*RN-BSN respondents who have been promoted since graduation.

Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

Employer satisfaction results allow the program to ascertain the effectiveness of the program in preparing students to fulfill their roles as professional registered nurses in the health care market. The feedback employers provide assists the program in determining the relationship between student learning and job performance. The information employers provide is used to make modifications to the program as necessary. Employer satisfaction surveys are sent via Survey Monkey and/or they are mailed to employers 6-12 months after the graduate has been employed. The employer satisfaction survey uses a 1-4 (1-very satisfied, 4-not at all satisfied) point Likert scale to evaluate leadership, collaboration, communication and overall satisfaction with the BS degree program nursing graduate.

A paper-copy of the survey was hand-delivered to employers in 2013 and 2014. The response to the paper survey was extremely low. Consequently, the faculty chose to utilize online survey technology with the intention of improving the number of returned responses and employer feedback. After implementing the online survey in 2015, the feedback did not improve. The 2015 response rate was less than 1%. The nursing faculty decided to hand deliver surveys, in addition to utilizing online surveys in 2016 with the hope of receiving an improved response rate to reflect the 80% ELA.

Discussions with faculty about ways to increase the employer survey response rate have included the following:

- Developing and hosting a bi-annual informational forum for graduates and their employers to gather essential data related to program graduates' and their employers' satisfaction with the DON program.
- Increasing the frequency of survey distribution and follow-up to monthly for the first 6 months post-graduation.
- Conducting regional agency site visits to seek direct feedback from the nursing employers about their satisfaction with program graduate's performance.

Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve month post-graduation.

Job placement rates are a direct reflection of the student's ability to apply the Program SLOs in their new role as a licensed nurse. The faculty recognizes the importance of monitoring these rates to determine the overall effectiveness of the nursing degree program. The baccalaureate graduate either from the accelerated or traditional program option, is seeking to obtain an entry level position as a professional nurse. Job placement rates are gathered via the Survey Monkey surveys that are sent to nursing graduates 6-12 months after graduation. Data from the surveys are aggregated and trended over time. Graduates of the Traditional and Accelerated

program options achieve employment within twelve months after completion of the nursing program.

The expected levels of achievement for the Accelerated and Traditional degree program options have consistently achieved employment within 12 months after completion of the nursing program. The expected level of achievement for both program options is 80%. Data related to job placement is obtained from the post graduate survey and individual student self-reporting. The job placement rates for 2014, 2015 and 2016 are listed in Table 4.0 below:

Table 4.0 - Job Placement Rates - Traditional

Job Placement Rates – Traditional					
Expected Levels of Achievement	Date Survey Sent	Job Placement Rate	**Number of Surveys Distributed	Number of Surveys Returned	Response Rate
80% of graduates will have a job in nursing within twelve months after graduation	6/22/2016 (sent to all alumni*)	90%	108	46	43%
80%	11/1/2016 (sent to 5/2016 graduates - Traditional)	75%	78	20	26%
80%	11/1/2016 (sent to 2014 graduates - Traditional)	75%	42	4	9%
Job Placement Rates – Accelerated					
80%	11/6/2016 (sent to 2015 graduates - Accelerated)	100%	45	5	11%
80%	11/6/2016 (sent to 2014 graduates)	100%	27	2	7%
80%	11/6/2016 (sent to 2015 graduates - Accelerated)	100%	45	5	11%

* graduated beyond 12 months

**DON only sends surveys to students who provided their e-mail address in their Exit Surveys

Job Placement rates not applicable for RN-BSN program option.

Program Graduation Rates – 83% for 2014, 2015 and 2016.

Baccalaureate Comprehensive Exit Assessment

Traditional					
Program Student Learning Outcomes:	Role Specific Graduate Competencies	ATI Subscales	Student Performance NCLEX-RN Comprehensive Predictor Assessment		
			AY2014 (05/14)	AY2015 (4/28/15)	AY2016 (4/21/16)
Implement nursing processes and caring behaviors to individuals, families, and communities.	Caring	Basic Care and Comfort	65.9	65.3	69.7
		Pharmacological and Parenteral Therapies	70.6	65.2	58.7
		Psychosocial Integrity	66.5	75.7	60.4
		Physiological Adaptation	69.5	68.7	65.9
SLO #1 Performance Average		Performance Mean for SLO #1	68.13	68.73	63.68
Use communication, technology, and collaborative skills to provide safe and effective care.	Communication	Collaboration with Interdisciplinary Team	100	78.2	79.2
SLO #2 Performance Average		Performance Mean for SLO #2	100	72.83	67.29
Apply culturally congruent care for clients across the life span.	Cultural Congruence	Basic Care and Comfort	65.9	65.3	59.7
		Psychosocial Integrity	67.9	68.7	66.5
		Health Promotion and Maintenance	70.8	76	70.5
SLO #3 Performance Average		Performance Mean for SLO #3	68.2	70.0	65.6
Utilize evidence-based findings for decision-making that advance sociocultural, political, economic, legal, and ethical issues in nursing.	Evidence-based practice	Basic Care and Comfort	65.9	65.3	59.7
		Psychosocial Integrity	67.9	68.7	66.5
		Performance Mean for SLO #4	66.9	67.0	63.1
	Ethical/Legal	Management of Care	58.9	81.6	75.2

Traditional					
Program Student Learning Outcomes:	Role Specific Graduate Competencies	ATI Subscales	Student Performance NCLEX-RN Comprehensive Predictor Assessment		
			AY2014 (05/14)	AY2015 (4/28/15)	AY2016 (4/21/16)
Integrate health policies from legislative and governing bodies into nursing practice.		Safety and Infection Control	57.8	63.1	67
		Psychosocial Integrity	67.9	68.7	66.5
		Mental Health	54.6	83.6	55.3
		Reduction of Risk Potential	70.6	70.6	65.7
		Performance Mean for SLO #5	62.0	73.5	65.9
Employ and lead the development of program policies in collaboration with professional organizations to advocate optimal wellness for families and communities.	Leadership	Health Promotion and Maintenance	56.8	76	70.5
		Performance Mean for SLO #6	56.8	76.0	70.5
Demonstrate accountability for meeting the changing health care needs of diverse populations representing the global community, through the continuation of personal, professional, and educational development.	Professional nursing role	Collaboration with the Interdisciplinary Team	48.8	78.2	75.7
		Safety and Infection Control	57.8	63.1	67
		Performance Mean for SLO #7	53.3	70.7	71.4
Integrate critical thinking, clinical reasoning to promote optimal wellness to clients, families and communities.	Critical thinking	Management of Care	71.8	81.6	75.2
		Safety and Infection Control	57.8	63.1	67
		Health Promotion and Maintenance	56.8	76	70.5
		Performance Mean for SLO #8	62.1	73.6	70.9

**Bowie State University
College of Professional Studies
Department of Nursing**

Issues Impacting Department of Nursing NCLEX-RN Scores During Calendar Years (2014, 2015 and 2016)

Issues Impacting NCLEX-RN Results	Measurable Outcomes	Strategies for Correction	Timeframe	Individual Responsible for Follow-Up	Evaluation/Outcome
Admission, Progression and Graduation					
Based on 2012 admission data, per Bowie State University policy the TEAS test was not used to make program admission decisions.	For those entering the program in the Fall 2016 and beyond, 100% of those admitted to the Nursing Program shall have the science portion of the TEAS included as a diagnostic benchmark for the evaluation process.	Continue to advance recommendations to the University administration for a substantive policy change to a competitive admission process that includes utilizing all components of the TEAS scores, with an emphasis on reading comprehension, math and science.	Fall 2013 Spring 2015 Fall 2016	Department Chair and Undergraduate Coordinators Admission, Progression and Graduation Committee	Students' academic records should include evidence of their TEAS scores and analysis report.
For Fall 2012-2015, none of the components of the TEAS test were used as a part of the admission or diagnostic process, in keeping with University policy. There are plans to update University DON policy in the future to allow the use of the TEAS test scores in the admission process.	For those entering the program in the Fall 2015, 100% will have a diagnostic TEAS score of 130 or above post admission. Those admitted in the Summer semester are in the Accelerated Program Option, and those admitted in the Fall are in the Traditional Program Option.	For the Fall 2015 cohort, the use of the TEAS test scores were not authorized by the University. For the Summer 2016 cohort, the diagnostic TEAS score post admission was set at 130 or above.	Spring 2016 – discussed with faculty, CPS Dean and Provost for decision Summer 2016 implemented TEAS Exam Fall 2016 –implemented TEAS Exam Spring 2017 – evaluation ongoing	DON Faculty	Individual student academic records will reflect their TEAS scores and analysis.

Issues Impacting NCLEX-RN Results	Measurable Outcomes	Strategies for Correction	Timeframe	Individual Responsible for Follow-Up	Evaluation/Outcome
<p>Within specialty courses, BSU DON did not identify a proficiency level in the specialty areas under the ATI Assessment and Remediation testing schema.</p>	<p>100% of the specialty courses will administer the ATI.</p>	<p>Recommendation: Beginning in the Fall 2015, faculty will use the ATI standardized Specialty Assessments for Medical Surgical, Maternal Child, Nursing Care of Children, Mental Health, Community, Advanced Medical Surgical Nursing, Nutrition and Pharmacology. These assessments will constitute 5% of the overall grade.</p>	<p>Fall 2015 Spring 2016 Summer 2016 Fall 2016 Spring 2017-on-going per semester</p>	<p>DON ATI Assessment Coordinator Program Coordinator Course Coordinator DON faculty</p>	<p>Specialty content area ATI assessments use is documented in course evaluation data.</p>
ADMINISTRATION					
<p>The governing institution has not allotted adequate time and resources to the DON Nurse Administrator to adequately fulfill the responsibilities and professional obligations of her role.</p>	<p>75% of DON Administrator work effort will be dedicated to the role and responsibilities of her position. Her teaching obligations will be limited to one (1) course per semester (co-teaching assignment).</p>	<p>Increase DON's time and resources to fulfill the role responsibilities as evidenced by:</p> <p>Reassign teaching course load responsibilities to other faculty members.</p> <p>Review the University Faculty Handbook with the new Dean and the Provost, specifically the section on BSU Department Chair's responsibilities, to devise an appropriate exception to the policy for the DON Nurse Department Chair.</p> <p>Develop a definition of what adequate time and resources means in the BSU DON and other professional education program administration environments, and include that definition in the next version of the University Faculty Handbook</p>	<p>Ongoing - Started 9/2015</p> <p>Not Started – New Dean scheduled to start in 1/2017</p> <p>Not Started – New Dean scheduled to start in 1/2017</p>	<p>DON Chair CPS Dean Provost</p>	<p>The nurse administrator should have authority and resources for the development and administration of the program and adequate time and resources to fulfill the responsibilities of her role.</p>

Issues Impacting NCLEX-RN Results	Measurable Outcomes	Strategies for Correction	Timeframe	Individual Responsible for Follow-Up	Evaluation/Outcome
		<p>Hire a qualified full-time Administrative Assistant to work directly with and assist the Administrator.</p> <p>Hire two Graduate Assistants to support nursing Faculty and office management.</p> <p>Appoint and assign three Program Coordinators to fulfill DON roles and assist with management functions in the BS. Accelerated, and BSN-RN Program types.</p>	<p>Completed – 10/2016</p> <p>Completed – 1/2016</p> <p>Ongoing - Started 9/2015</p>		
<p>The nature of the engagement of the Administration in identifying and clarifying DON policies and resolving conflicts with policies at the governing institution level.</p>	<p>100% concurrence between Nursing, Education, based on the Nurse Practice Act requirements, DON policies and University policies.</p>	<p>Develop and review DON policies that support quality nursing education and promote the improvement of NCLEX pass rates.</p>	<p>Ongoing – Started 1/2016</p>	<p>DON Chair, CPS Dean and Provost</p>	<p>Nursing requires a separate competitive admission component for all program types (Traditional, Accelerated-2nd Degree, RN-BSN, Accelerated-Transfer).</p> <p>Develop and implement standards for admission, progression, and graduation of students; (COMAR 10.27.03.08, D.2. Responsibilities)</p>
Faculty					
<p>Faculty teaching assignments were not consistent with their teaching area of specialization.</p>	<p>100% of the faculty shall teach in their area of specialization.</p>	<p>Hire experienced faculty with different specialty backgrounds, no later than August 2017.</p> <p>Fill vacant positions for new faculty members.</p>	<p>August 2016 Annually in April and October 2016</p> <p>January and June 2016</p> <p>August 2017</p>	<p>Dept. Chairperson</p> <p>DON Faculty</p>	<p>Each semester faculty participates in the University Faculty Institute to enhance their teaching methods and proficiency in technological tools.</p> <p>AY2013-2014 ongoing issue</p>

<p>There are currently no tenured faculty members in the department; however, there are five tenure track faculty members.</p>	<p>Develop a faculty development program for newly hired and novice faculty.</p>	<p>1-FTE for each; Pediatric, Mental Health, and Simulation Laboratory specialties.</p> <p>New hiring started in February 2016 - August 2016 resulted in the addition of 6-FTE's.</p> <p>Core courses in the curricula are assigned to full-time faculty course coordinators. When an adjunct faculty is associated with a core course, the course coordinator (full-time faculty) is assigned as a mentor to the adjunct faculty.</p> <p>Request additional funding for faculty development activities, including workshops, conferences, continuing education and certification.</p> <p>Post positions for recruitment of replacement faculty (2) and staff (1).</p> <p>Increased faculty and student engagement with Assessment and Remediation through ATI resources.</p> <p>Faculty also will be expected to participate in Nurse Tim Faculty Development.</p> <p>Plan for the Department Chairperson to assess faculty members and assign each to their areas of specialty and have the faculty member only teach in that area.</p> <p>Plan for the Department Chairperson to review the</p>	<p>January 2016</p> <p>September 2015</p> <p>May 2015</p> <p>January 2016</p> <p>October 2015</p> <p>November 2015 and May 2016</p> <p>May 2017</p> <p>September and May 2017</p> <p>August 2016 and January 2017</p>	<p>Faculty are attending conferences, webinars, and reading journal articles to promote continued development of effective instructional strategies.</p> <p>Novice faculty is partnered with a senior faculty or with the undergraduate coordinator for mentoring.</p> <p>Promoted use by Faculty to available Title III funds to support faculty development activities</p> <p>Faculty participation in three (3) workshops related to ATI resource applications and outcome monitoring and analysis reporting. Faculty self-assessment reports completed with one-to-one review with Chairperson Faculty Curriculum Vitae updates completed December 2016</p> <p>Annual Chairperson Evaluations of Faculty</p>
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		<p>Curriculum Vitae of all faculty members before completing the teaching assignments.</p> <p>Plan for the Department Chairperson to complete the annual Chairperson Evaluation of the Faculty Member.</p> <p>Encourage tenure-track faculty to actively pursue scholarly activities in research and publication.</p> <p>Implement a formalized adjunct faculty orientation to discuss course expectations and retention strategies.</p> <p>Faculty members are required to participate in the University Wide Faculty Institute at the opening of each semester to enhance teaching methods and proficiency in technological tools.</p>	<p>May and September 2016</p> <p>September 2016 and May 2017</p> <p>September 2016 and January 2017</p> <p>August 2016 and January 2017</p>		<p>Member June 2016 completed.</p> <p>All faculty members attended and participated in the University Wide Faculty Institute which featured presentation on Scholarship for Publications. January 2017</p> <p>AY2013-2014 ongoing issue: Faculty have open dialogue on how to begin active scholarly activities; one new faculty member hired with active scholarship and to help develop scholarship and research opportunities among the faculty.</p> <p>Handbook has been developed and Adjuncts are required to attend an afternoon orientation.</p>
Standardization of clinical tools	100% of nursing faculty and students will utilize e-clinical manual.	Review with the faculty; the process for the completion of the Clinical Evaluation Tools.	<p>May Retreat 2016</p> <p>August 2015</p>	<p>DON Chairperson</p> <p>Program Coordinators</p> <p>Course Coordinators</p> <p>DON Faculty</p>	<p>FY 2013-2014 continuing issue</p> <p>FY 2015-2016 Faculty Orientation for all full-time and part-time faculty to place emphasis on and include the review of formative and summative clinical evaluations for indirect care and direct</p>

		Revise Clinical Evaluation Tool to reflect more emphasis on evidence-based clinical evaluation	January 2016	DON Faculty	care learning activities. (Completed) The Clinical Evaluation Tool for each program level and each program option is revised to place more emphasis on evidence-based clinical evaluation and the formative evaluation process documentation of observed behaviors that validate role specific competencies. (Completed)
Faculty experienced an increased teaching load and other administrative duties secondary to increased enrollment in the DON programs. Class sizes have increase limiting the availability of faculty to students.	100% of full-time faculty will maintain a class size no greater than 1:25. Where the class size exceeds this ratio, more than one faculty member will be assigned for co-teaching and student support.	Identify and communicate needs related to human and technological resources to the Office of the Dean Request additional funding for administrative staff. Request additional Full-time equivalents to reduce class sizes and implement part-time option for students.	May & Sept Retreats 2017		
Alternate teaching strategies are needed for students as adult learners.	Provide quality education to students while maintaining consistency with accrediting requirements	Plan to hold Faculty Development sessions on strategies of how to integrate clinical reasoning and critical thinking exercises within courses.	2017		

Due to changes in demographics, different teaching strategies are needed to address the learning needs of students.	100% of the Faculty will put into context the theory and clinical content by integrating case studies or vignettes to improve clinical reasoning and critical thinking.	Request additional funding for faculty development activities, including workshops, conferences, continuing education and certification (NLN Nurse Educator)	September 2016		
		Plan to have faculty complete own Teaching Styles assessment using Nurse Tim Assessment Methods. Faculty must submit a certificate of completion to the Chair's Office.			
		Plan to have faculty update all lectures.			
		Plan to have faculty update all lectures and recordings for spring semester courses.			
		Plan to complete one-on-one examination review as appropriate.			

FACULTY-STUDENT					
<p>Inconsistency in test development. Tests are not aligned with test blueprints as required to document test construction to assess performance outcomes.</p>	<p>100% of faculty will attend a Test Construction and Item Writing workshop</p>	<p>Faculty to attend Test Construction and Item Writing face-to-face or on-line workshop to review the basics of constructing multiple choice, true-false, matching and completion test items. Faculty will plan how to use objective test items to assess performance outcomes, identify the advantages and limitations of objective items, construct items, and discuss how to evaluate the quality of tests.</p> <p>Request additional funding for faculty development activities, including workshop for Test Construction and Test Item Writing.</p>	<p>AY 2014-2015</p> <p>May 2017 Retreat</p>	<p>Chairperson Program Coordinators Course Coordinators DON Faculty</p>	<p>FY 2014-2015 on going issue due to the faculty turnover in DON. Novice faculty had the opportunity to participate in the workshop as presented to returning faculty in Spring 2015. Course Coordinators provide initial orientation sessions; however insufficient to meet faculty deficits in test construction and test blueprint development.</p>
<p>Faculty knowledge deficiencies as it relates to item analysis.</p>	<p>100% of faculty will perform a test item analysis on every assessment.</p>	<p>Faculty will use Item Analysis for all tests administered in Nursing Courses.</p> <p>Faculty will review and revise the quality of the evaluation procedure in all courses.</p>	<p>April 2016, July 2016, August 2016 and February 2017.</p>	<p>Course Coordinators DON Faculty</p>	<p>FY 2013-2014 an on-going issue due to the faculty turnover in DON. Novice faculty members are required to complete an orientation to the use of the Scantron system and the review of Item Analysis interpretation guidelines.</p> <p>Work closely with Course Coordinators to review and revise the quality of the evaluation procedures in all courses.</p>

CURRICULUM					
<p>The Program of Study requires alignment with the NCLEX-RN 2016 test blueprint and updates of course syllabi, clinical evaluation instruments, and data collection instruments in order to improve the quality of nursing education delivered to students.</p>	<p>The Program of Study will be aligned with the NCLEX-RN 2016 test blueprint and updated test syllabi clinical evaluation and data instruments.</p> <p>Use the NCLEX-RN test plan blueprint to access and align all clinical nursing courses to provide more detail content area that are tested on the NCLEX RN examinations.</p>	<p>Use the NCLRX-RN test plan to blueprint to assess and align all clinical nursing courses to provide more detailed content areas that are tested in the NCLEX-RN Examination.</p>	<p>Started 9/2015 – Ongoing annual review</p>	<p>Program Coordinators Course Coordinators DON Faculty</p>	<p>Clinical nursing courses should be aligned with the NCLEX-RN test blueprint to improve and provide a quality nursing education to the students and enable the students to improve their performance on the NCLEX-RN examination.</p>
<p>The program of study requires alignment with the NCLEX-RN 2016 test blueprint and updates of course syllabi, clinical evaluation instruments, and data collection instruments in order to improve the quality of nursing education delivered to students with evidence of content matching to Student Learning Outcomes (Course Learning Outcomes).</p>	<p>The Program of Study will be aligned with the NCLEX-RN 2016 test blueprint and updated test syllabi clinical evaluation and data instruments.</p> <p>Use the NCLEX-RN test plan blueprint to access and align all clinical nursing courses to provide more detailed content area that are tested on the NCLEX RN examinations.</p>	<p>Use the NCLEX-RN test plan blueprint to assess and align all clinical nursing courses to provide more detailed content areas that are tested in the NCLEX-RN Examination.</p>	<p>On-going annual review</p>	<p>Program Coordinators Course Coordinators DON Faculty</p>	<p>FY 2013 - 2014 On-going issue that required the review of the curriculum, all course syllabi, evaluation instruments, and data collection tools.</p> <p>FY 2014-2015 On-going issue that required new leadership to direct and guide curriculum mapping activities .</p> <p>FY 2015-2016 On-going issue that resulted in initiation of curriculum mapping for each program option, including updates of course syllabi with editing program student learning outcomes (SLOs) for alignment to course SLOs, and matching course content with instructional activities and evaluation methods.</p> <p>FY 2016-2017 On going issue that resulted in the alignment of Clinical courses with NCLEX-RN test blueprint and the ATI Examination sub-scales for outcome analysis of each nursing specialty content</p>

					area. Data collection limited to AY 2016.
Test anxiety NCLEX-RN Evaluation Review	100% of the students will be aware of their testing styles	Students will be assessed regularly, formally and informally, to reduce their test anxiety and provide multiple opportunities to demonstrate their knowledge of Nursing course content.	AY2016 and on-going.	DON Faculty Program Coordinators Course Coordinators	Improved NCLEX-RN test scores.
NCLEX-RN preparation	100% of the students will attend the Onsite Comprehensive Review	Develop and provide an onsite comprehensive review for the NCLEX-RN examination.	AY2015 and on-going.	DON Faculty	Improved NCLEX-RN test scores.
Ratio of students to faculty in the clinical areas impact students' learning outcomes	Decreasing the ratio of students to faculty will increase their clinical experiences and decrease faculty members' stress on the unit.	<i>Improve the Medical Surgical faculty-to-student ratio from 1:8 to 1:6.</i>	AY2016 and on-going	DON Chair	A change in the Medical Surgical faculty-to-student ratio from 1:8 to 1:6.
STUDENTS					
Student are employed 20 hours or more/week	60% or more of the students will work less than 20 hours/week	Encourage the students to dedicate their full-time efforts and attention to their nursing studies.	DON Faculty	Increase in the number of students successfully graduating from the DON Program and passing the NCLEX-RN examination, on their first attempt.	
Delay of more than 2 months in taking NCLEX-RN examination after graduation. Some students who graduated in 2003 took the NCLEX-RN examination for the first time in 2016 and were unsuccessful.	90% of DON graduates will take the NCLEX-RN examination for the first time within two months of graduation	Develop an incentive plan to encourage senior students to take the NCLEX-RN examination within 2 months of their graduation from the Program.	DON Chair Program Coordinators Course Coordinators DON Faculty	Improved pass rate on the NCLEX-RN examination	
Resources (Learning Resources, Sim Lab and BSU Student Academic Success Program)					
Students are in need of one-on-one teaching strategies to comprehend course materials.	100% of the students will be aware of their learning styles	Administer the ATI Learning Management Style Assessment to each Nursing student during their first semester in the DON Program.	FY 2016 FY 2016-FY 2017	DON Chairperson PI and Co-PI for Nursing Success	Faculty approved money management policy for ATI Learning Management System to be used in each core curriculum course, including

					<p>Faculty Mentors representing each nursing specialty content areas were adjusted to ensure the allocation of 1-2 course credits for the role and responsibilities required for individual monitoring. Monitoring of student progress toward meeting expected levels of achievement (ELAs) in the content areas identified as high risk for poor results on the NCLEX-RN examination was required</p> <p>The ATI established sub-scale scores were used as the outcome indicators for direct referrals to Faculty Mentors.</p>
Limited staff and faculty to operate the Simulation Laboratory	<p>25% release time for Simulation Lab Coordinator role and responsibilities.</p> <p>50% of the full-time faculty will be prepared to support and operate Simulation Laboratory student instruction and supervision in an effective and efficient manner.</p> <p>1-FTE Simulation IT staff for Nursing Simulation Laboratory operations, maintenance and warranty management.</p>	<p>Plan for the Department Chairperson to assess the Simulation Laboratory Coordinator to revise the job description to ensure appropriate time and effort is allotted to fulfill the role and responsibility for train-the trainer faculty workshops required for measurable outcomes of faculty members' competency in operations and procedures required in Simulation Laboratory.</p> <p>Plan for Department Chairperson to assign three (3) faculty members each Fall semester to engage and participate in the Simulation Train-the-Trainer project, beginning September 2016.</p> <p>Plan for Simulation Laboratory Coordinator to schedule 2 hours for</p>	<p>FY 2013</p> <p>FY 2014</p> <p>FY 2015</p>		<p>FY 2013-2014 continuing issue due to limited faculty and staff. Faculty teaching overload for Clinical Lab/Simulation Coordinator. Inability to fulfill the scope of practice requirements for DON due to overload of combined teaching and administrative responsibilities due to increased student enrollment.</p> <p>FY 2014-2015 continuing issue for the DON due to faculty turnover and demand for replacement faculty.</p> <p>FY 2015-2016 continuing issue for the DON. Three (3) full-time faculty members completed the Maryland Higher Education Commission</p>

					workshop. Lastly, one (1) tenure-track faculty member for Medical-Surgical clinical specialty was assigned to the DON training workshops. These three (3) faculty members with their completion of training will represent the DON capacity building for Simulation Laboratory clinical practice teaching, supervision and evaluation of student's clinical courses matriculation in the program and progression to graduation with an anticipated improvement in NCLEX-RN pass rates as the expected outcome.
CLINICAL					
Challenges for student placement in clinical learning experiences create the need for more evidence-based, innovative and contemporary best practices opportunities.	Forward-thinking planning supports faculty recommendations for a proposed substantive curriculum change to start in January 2018 that will facilitate senior students having a change in their required clinical courses. The required Medical-Surgical-Complex Care clinical course currently taken during the final senior semester has had a negative impact on students' learning and program outcomes. Completing the medical-surgical content during the final senior semester also has not supported the expected levels of achievement for students or their ability to demonstrate role-specific competency skills for application	Substantive curriculum changes are needed to address this issue. Plans for this change are underway, including the expanded use of simulation in lieu of clinical time (includes method and number of hours). New facilities for nursing clinical labs, including clinical simulation labs, will be fully equipped and open in Fall 2017 on campus. With the addition of new equipment, faculty will be involved in training on the use of simulation technology as well as its methodology.			

	<p>and synthesis in their progression toward graduation.</p> <p>To accomplish this, it is proposed that the timing of NURS 411: Care of Complex patients and NURS 409: Nursing Practice Community be changed from the Spring to Fall semesters respectively, with a request for a substantive curriculum change and proposal submission during Fall 2017.</p>				
<p>Given the limited number of clinical sites, faculty to student ratios have limited the ability of faculty to provide clinical instruction and supervision of students, and to evaluate students' performance.</p>	<p>Reduce the clinical faculty to student ratio from 1:8 to 1:6, and depending on the agency requirements to 1:4.</p>	<p>Due to patient acuity and the learning needs of the students, a reduction in the 2016 clinical size was piloted during the Spring 2016 semester with Junior and Senior students. Faculty reported that Senior clinical groups that have a smaller cohort allowed them to better assess the individual student's learning needs. Based on this assessment, this reduction in the faculty student ratio is expected to improve the students' clinical skills, thus translating to the improved NCLEX-RN pass rate.</p>			<p>Started January 2016</p> <p>Will continue and will be re-evaluated at the end of the 2016-2017 academic year</p>
<p>Standardization of clinical tools</p>	<p>100% of nursing faculty and students will utilize e-clinical manual.</p>	<p>Review with the faculty members the process for the completion of the Clinical Evaluation Tools.</p>	<p>May Retreat</p>		
		<p>Revise the Clinical Evaluation Tool to reflect more emphasis on evidence-based clinical evaluation</p>	<p>August 2015</p>		

STUDENT LEARNING RESOURCES					
<p>The delay in the assessment of pre-nursing students' basic knowledge of math, reading comprehension, English composition and the sciences, until after their formal admission to the nursing program hindered faculty planning based on the objective need for remediation intervention.</p>	<p>The DON utilizes standardized tests as learning assessment resources within the department.</p>	<p>Standardized examinations are administered to assist students in identifying their areas of weakness and provide practice opportunities for testing in a secure environment.</p> <p>Because different students have different learning needs and areas of deficiency, one standardized testing resource is not enough to support the entire student body. Providing the students with multiple exposures to standardized tests of expected nursing knowledge is necessary. The ample resources available through ATI, with the help of the faculty, should enable the students to select several learning resources from the Supreme Package to support their individual learning styles. Optimally, this early identification of gaps in the student's knowledge will increase the opportunities for successful remediation and improve the DON program's pass rate on the NCLEX-RN.</p>	<p>Started 2014</p>	<p>The DON ATI Coordinator</p> <p>Program Coordinator</p> <p>Course Coordinator</p> <p>DON Faculty</p>	<p>Related to Proctor examination results analysis and outcomes documented for student advisement and referrals as required.</p>
		<p>The ATI-TEAS examination, which traditionally is used for assessment and predictive purposes of pre-Nursing majors, is not used as an admission criteria in the DON. The ATI-TEAS examination is administered during the first week of classes to all newly enrolled nursing students. The results are used by faculty to inform their instruction and advisement of each student.</p>	<p>Exam was started in May 2016 and will continue to be used as a proctored</p>	<p>Course Coordinator</p> <p>Program Coordinator</p> <p>ATI Assessment Coordinator</p>	<p>ATI examination results, analysis and outcomes documented to facilitate referral and remediation as required.</p>

		The ATI learning management system is available to all enrolled nursing students, and they have received the following ATI products (e.g., RN case studies, practice tests, video skills – student on-line version, adaptive learning quizzes, specialty area tutorials and exams), to assist with their studies and in preparation for the NCLEX-RN examination. ATI on-line resources are used in the curriculum to offer a variety of learning opportunities to accommodate all students' learning styles. ATI standardized exams also will be used in the assessment of student learning outcomes.	Started Spring 2016 and will be ongoing.		
		<p>In the Department's attempt to improve the NCLEX-RN pass rate of current students, the Department will implement the following:</p> <ul style="list-style-type: none"> • Institute the ATI end-of-course proctored standardized examination in all core courses (Fundamentals, Medical-Surgical, Mental Health, Maternal/Child, Care of Children, Community, Leadership, Pharmacology, and Nutrition), to assess student knowledge of essential content, necessary for passing NCLEX on the first attempt. 	<p>DON Policy review and update approved Fall 2015.</p> <p>An on-going evaluation process.</p>		<p>Spring/ Summer 2016 the ATI end-of-course exam was instituted during the Spring 2016 semester.</p> <p>This will be continued.</p> <p>The ATI predictor diagnostic</p>
		<ul style="list-style-type: none"> • Maintain the Capstone assessment and proctored weekly structured remediation reviews. 	Started in 2014 and on-going	Assessment Coordinator	

		<ul style="list-style-type: none"> • Maintain the Seniors Opportunity for Remediation Success (SORS) Project Plan. A SORS remediation plan is developed by an assigned faculty member mentor, for the senior students enrolled in the NURS-499 Comprehensive Exit course. These remediation plans are developed to meet the needs of those senior nursing students who fail to meet the expected level of achievement (ELA) on one or more of the weekly ATI Capstone Pre- and Post-test nursing specialty content competency exams. Remediation, in the form of a series of individual or small group sessions, is required of these students prior to their first attempt on the final ATI Comprehensive NCLEX RN Predictor Exam. 	Started in 2016 and will be on-going		
		<ul style="list-style-type: none"> • Maintain the 3-day ATI Live Review Intervention. 	Started 2014 and will be on-going		
		<ul style="list-style-type: none"> • Proctored Comprehensive Predictor exam will be given as the Program exit exam, prior to the completion of the Nursing 499 course. Beginning in Fall 2016 the Comprehensive Exit Exam policy, which had been revised in Fall 2015, was fully implemented to limit the number 	Started in 2011-2015 and will be on-going Policy review and update in FY 2016 to clarify and limit		

		<p>of times the exam could be taken to a maximum of two (2) times with a Pass/Fail Grade. If the student is successful on the second attempt the student's grade will be changed to the passing grade. If the student is not successful, then a remediation plan will be established and the student must re-enroll in Nursing 499 to repeat the course. Nursing 499 is currently a zero credit course in the DON curriculum.</p>	<p>the number of student attempt</p>		
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Department of Nursing

March 17, 2017

Attn: Patricia Kennedy, Ed.D, RN
Director of Education

Bowie State University
Department of Nursing
14000 Jericho Park Road
Bowie, Maryland 20715

Re: Program Consultant

Request for Consultant Approval

Dear Dr. Patricia Kennedy:

This letter is to request approval for, Dr. Jacqueline D. Jordan to be a Program Consultant, for Bowie State University, department of nursing. Attached you will find Dr. Jordan's CV for your perusal.

If you have any questions regarding this request, please feel free to contact me at 301-860-3206/443-415-2208 or via e-mail rboossvictoria@bowiestate.edu and copy Ms. Victoria Kelly at vkelly@bowiestate.edu.

Warmest regards,

Rena G. Boss-Victoria, DrPH, MPH, MS, RN, APN-CNS
Chair and Associate Professor

Curriculum Vitae

Jacquelyn D. Jordan, Ph.D., RN

(H) 301-877-3274

(C) 301-861-6188

jdaleworks@gmail.com

Education

1996 - 1997

Wellesley College

Wellesley, Massachusetts

Management Institute for Women in Higher Education. Higher Education Resources (HERS).
New England Nineteenth Annual Institute.

1991 - 1994

Adelphi University

Garden City, Long Island, NY

Ph.D. in Nursing

1980 - 1982

Yale University

New Haven, CT

M.S.N in Medical-Surgical Nursing. Specialty--Neuroscience Nursing

1977 - 1979

Western Connecticut State University

Danbury, CT

Bachelor of Science in Nursing

1973 - 1975

Mattatuck Community College

Waterbury, CT

Associate of Science in Nursing

Professional Employment

May 31, 2013
(retired)

Westfield State University

Westfield, MA

Retired as "Chair Emeritus." Developed and directed the university's first Registered Nursing program (generic BSN)

2009 - 2013

Westfield State University

Westfield, MA

Tenured Professor and Chair, Department of Nursing & Allied Health. Founder and directed the university's initial nursing program (BSN)

2009 - current

Nursing Education Consultant (BSN & Graduate Nursing Programs)

2005 - 2009

Towson University

Towson, MD

Professor and Chairperson, Department of Nursing

2003 - 2005

Towson University

Towson, MD

Tenured Associate Professor and Chairperson, Department of Nursing

1998 - 2003

Howard University

Washington, DC

Assistant Dean and Associate Professor. College of Pharmacy, Nursing, & Allied Health

- 1989 - 1998
Western Connecticut State University
Danbury, CT
Tenured Associate Professor of Nursing--Undergraduate and Graduate Programs
Sciences. Chief Administrator for the Undergraduate Nursing Program
- 1988 - 1989
Bridgeport Hospital
Bridgeport, CT
Nurse Manager -- Neurosurgical Intensive Care Unit
- 1988
Central Connecticut State University
New Britain, CT
Lecturer - Physical Assessment Course
- 1986 - 1988
Bristol Hospital—Department of Medicine
Bristol, CT
Nurse Manager--Management of a 40-bed decentralized hospital unit. Responsible for a \$900,000 budget.
- 1985 - 1986
University of Connecticut
Storrs, CT
Joint Appointment with Mount Sinai Hospital. Assistant Professor of Nursing Undergraduate Nursing Program
- 1982 - 1986
Mount Sinai Hospital
Hartford, CT
Clinical Nurse Specialist in Neuroscience Rehabilitation—Provided Hospital-wide and Community Consultation
- 1979 - 1981
Mattatuck Community College
Waterbury, CT
Clinical Nursing Instructor in an Associate Degree Nursing Program

Academic Awards/Honors

Distinguished Alumni Achievement Award. Western Connecticut State University—School of Professional Studies. November 8, 2006.

Certificate of Appreciation. The Maryland Statewide commission on the Crisis in Nursing, for exceptional voluntary commitment to the purposes of the Commission. December 2005

Commencement Speaker. Naugatuck Valley Community College. Waterbury, CT. June 4, 2004.

Recognized by the graduating nursing class of 2004 for role in encouragement toward NCLEX success. May 2004.

Centennial Award for Excellence. Western Connecticut State University. September 14, 2002

Outstanding Support Award. Howard University, Division of Nursing. Selected by the graduating nursing class. May 2002.

Nurse Educator Award. Southern Connecticut Black Nurses Association. April 19, 1999.

Named one of "100 Extra Ordinary Nurses", Sigma Theta Tau—International Honor Society—Gamma Beta Chapter. Washington, DC. April 2000.

Recognition Award. Women of Color Recognition Banquet. Sponsored by the Black Student Alliance, Western Connecticut State University. October 16, 1997.

Professional Achievement Award. Western Connecticut State University. Recognition of Outstanding Professional Achievement in Nursing. 1997

Named a "Helen Lunne Schulte Visiting Professor." University of Wisconsin at Madison. 2005.

Nurse Educator of the Year. Western CT State University. Selected by the graduating class 1992 & 1991

Banner Bearer for Yale School of Nursing at Commencement. 1982

Community Awards/Honors

Proclamation. The City of New Haven, Connecticut. In recognition of Excellence in Nursing Education and Outstanding Service to the Community. Bestowed by Mayor John DeStefano, Jr. 1998

Appointed by U.S. Congressman Maloney to Serve on the 5th Congressional District Service Academy Selection Commission. 1997

Honorary Mayor for a Day. Waterbury Connecticut. In Recognition of over 30 years of Community Service. Received a Proclamation and the "Keys to the City." 1997

Congressional Award, United States Congress. In Recognition of Outstanding Community Service. Bestowed by Jim Maloney, Member of Congress. 1997

Leadership in Community Service Award. The Connecticut Department of Higher Education. 1997.

Congressional Award, United States Congress. In Recognition of Outstanding Community Service. Bestowed by Gary A. Franks - Member of Congress. April 8, 1995

Leadership Award National Political Congress of Black Women. Waterbury, CT chapter. 1993

Who's Who Among Black Americans. 1993

Professional Trailblazers Award. Presented by the National Association of Negro Business and Professional Women's Clubs. 1985

Grants/Research

Jordan, J. (Project Director) An initiative to increase retention and graduation rates. Maryland Hospital Association. Competitive "Who will Care?" grants, May 2009. Funded \$1,118,000.

Jordan, J. (Project Director) "An Accelerated Associate to Master's Degree Program: A Towson University & Community College of Baltimore Collaboration Project." Maryland Higher Education Commission. Revised and resubmitted March 2009. \$3.1 million sought--\$1.5 million Funded.

Jordan, J. Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program. \$160,000. Not funded.

Jordan, J. (Project Director) "Project RN: CareFirst Blue Cross, Blue Shield." June 2008. Funded 80K

Jordan J. "Maryland Health Personnel Shortage Incentive Grant, fiscal Year 2008-Registered Nursing. Maryland Higher Education Commission. Funded \$16,100

Jordan, J. (Project Director) "Project RN: CareFirst Blue Cross, Blue Shield." August 2007. Funded \$80K

Jordan, J. (Project Director) "Preparation of Nurses: Accelerated Associate to Master's Degree Program." A Towson University & Community College of Baltimore Collaboration Project (under CCBCC's grant from the United States Department of Labor). July 2007. Funded \$86,450

Jordan, J. (Project Director) "An Accelerated Associate to Master's Degree Program: A Towson University & Community College of Baltimore Collaboration Project." Submitted to FIPSE (Fund for the Improvement of Post Secondary Education). June 2007. Not Funded.

Serving on the Dissertation Committee of JoAnn Mulready-Shick at the University of Massachusetts—Boston. Sought and Appointed for expertise in Hermeneutic Philosophy and Methods, and research regarding English as a Second Language and attrition in nursing programs. November 2005.

Jordan, J. (Project Director) Expanding RN Capacity & Diversity Using a "BUILD" Model. December 2004 (Recommended for Funding—no grant award made)

Koenig, K. (Principle Investigator), Jordan, J. (Co-Investigator) Diversity, Poverty, & Management of Severe Asthma—a pilot study. As part of "The Partnership Center for Reducing Health Disparities by Self and Family Management (RFA-NR-02-004)", Powell, D. (Principle Investigator). National Institutes of Health (National Institutes of Health/NINR) Yale University and Howard University. 2002 (FUNDED).

Jordan, J. D. Co-Director of the Dissemination Core. As part of "The Partnership Center for Reducing Health Disparities by Self and Family Management (RFA-NR-02-004)," Powell, D. (Principle Investigator). Yale University and Howard University. 2002 (FUNDED)

Jordan, J.D., & Ware, P. F. "African American Women and HIV/AIDS--A Descriptive Study." September 2001. Commissioned by the National Congress of Black Women.

Spring 1999 "Fund for Academic Excellence Award." "Mastery of Dosage Calculation in Medication Administration by Sophomore Nursing Students through Self-Paced Learning" (Principle Investigator. Co-investigators, Ronnie Lake and Denise Pope). FUNDED \$4974.

Fall 1998 "Fund for Academic Excellence Award." "Comprehension of Medical Terminology by Recent Baccalaureate Degree Nurses who Speak English as a Second Language." (FUNDED) \$4200

Research Grant, Connecticut State University - American Association of University Professors (CSU-AAUP). 1997(FUNDED)

Research Grant, Sigma Theta Tau, Delta Mu Chapter, Yale University School of Nursing. (FUNDED) 1994

Dissertation Award, Association of Black Nursing Faculty. (FUNDED) 1994

Publications

Jordan, J.D., et al. (2009). *Entering the professoriate: Reflections on the path to becoming a nurse educator*. Unpublished Manuscript

Jordan, J. D., Miles, M., & Halloran, L. (2004). *The culture of caring in nursing education: A paradox*. Unpublished Manuscript

Jordan, J. D., (2016). *Silent voices of minority nursing students*. Manuscript in preparation.

Jordan, J.D. (1996). Race and Attrition in Nursing Programs: A Hermeneutic Inquiry. In Seventh Annual International Critical and Feminist Perspectives in Nursing Conference: October 11 - 13. Carlow College: Pittsburgh.

Jordan, J. D. (1996). Rethinking Race and Attrition in Nursing Programs: A Hermeneutic Inquiry. Journal of Professional Nursing. 12(6), 382-391.

Jordan, J. D. (1997). Race and attrition in baccalaureate nursing programs: A Hermeneutic inquiry. Dissertation Abstracts International, 55(12), 5282-B. (University Microfilms No. DA9513218).

Jordan, J. D. (1987). Glucose Oxidase Test Strips in the Detection of Cerebrospinal Fluid Elinorrhea." Unpublished Master's Thesis, Yale University, New Haven, CT.

Manuscript Reviewer

Served as the "Methods" person on the Dissertation Committee of JoAnn Mulready-Shick at the University of Massachusetts—Boston. Attended and Participated in student's Dissertation Defense on January 18, 2008.

Grant Proposal Reviewer-- Fund for the Improvement of Post Secondary Education (FIPSE), U.S. Department of Education—November 16 & 17, 2004. Hosted by University of Maryland—College Park (INVITED)

Grant Proposal Reviewer-- Fund for the Improvement of Post Secondary Education (FIPSE), U.S. Department of Education—April 2 & 3, 2002. Hosted by American University (INVITED)

Grant Proposal Reviewer-- Fund for the Improvement of Post Secondary Education (FIPSE), U.S. Department of Education—February 13 & 14, 2001. Hosted by Howard University

Appointed as a "Manuscript Reviewer" for Sigma Theta Tau International, Inc. "Online Journal of Knowledge Synthesis for Nursing..." 1998-2000.

Invited Professional Presentations

"Musings on Reflection and Pedagogy." A presentation at the 5th Distinguished Alumni program at Western Connecticut State University. November 8, 2006.

"Cultural Diversity in Nursing Leadership." A workshop developed and presented for Chi Eta Phi Incorporated at its Annual regional conference. Columbia, MD. April 14, 2005.

Keynote Address. "Holistic Nursing: Accepting and Embracing Diversity. Connecticut Student Nurse Association. February 18, 2005

Commencement Speaker. Naugatuck Valley Community College. Waterbury, CT. June 5, 2004.

Keynote Speaker. Thirteenth Annual Extra Ordinary Nurses Recognition Ceremony. Sponsored by the Gamma Beta Chapter of Sigma Theta Tau International Honor Society of Nursing. May 3, 2004

Panelist. "Connecting to Outside Funding: A Workshop." College of Graduate Education and Research, Office of University Research Services. Towson University. May 24, 2004.

Keynote Address. Induction to Sigma Theta Tau International—Iota Epsilon Chapter. January 25, 2004.

"Evaluating Personal Beliefs and Barriers: The Role of Personal Beliefs, Attitudes and Beliefs in Nursing Research, Education and Practice." AWHONN 2003 Convention. June 1-5. Milwaukee, WI.

"Race Matters: Race Consciousness in Nursing Education, Research and Practice." AWHONN 2003 Convention. June 1-5. Milwaukee, WI.

"Women and Domestic Abuse: Taking Control of Their Life, Body & Mind." Keynote Address for Chi Eta Phi Sorority Inc., Chi Chapter. Windsor, CT. October 5, 2002.

Commencement Speaker. Grace Baptist Church (P. T. A.). Waterbury, CT. May 16, 1998

Commencement Speaker. Longfellow School. Bridgeport, CT. May 16, 1998.

Commencement Speaker. First Graduating Class of Granville Academy in Waterbury, CT.

May 13, 1997

Keynote Speaker at "Pinning Ceremony". Western CT State University. Selected by the graduating nursing class. 1992 & 1991

Professional Presentations (Also see "Invited Professional Presentations")

- Jordan, J. D., Taylor, D., Crusse, E. and Kent, V. "The Grow Your Own Model: A Path to Leadership in Nursing." Presented at the 39th Biennial Convention of Sigma Theta Tau International Honor Society of Nursing. November 6, 2007.
- Jordan, J. D. "Addressing the Nursing Faculty Shortage: Growing Your Own." Presented at the 5th Annual Conference of State Nursing Workforce Centers. June 8, 2007. San Francisco.
- Jordan, J. D. & Halloran, L. "Promoting Caring in Nursing Education." National League for Nursing Education 2006 Summit. September 28, 2006. New York.
- Jordan, J. D. & Halstead, M. "Growing Your Own: A Novel Approach to the Nurse and Nursing Faculty Shortages. A Poster Presentation. AACN—Masters Education Conference. February 16, 2005. San Antonio, Texas.
- Jordan, J. D. & Halloran, L. "Promoting Caring in Nursing Education." Sponsored by Crexel University College of Nursing and Health Professions—Nursing Education Institute. Held in Atlantic City, New Jersey June 3-6, 2005.
- Jordan, J. D., & Ware, P. F. "African American Women and HIV/AIDS." Presented at a Press Conference in Washington, DC. Report commissioned by the National Congress of Black Women. September 30, 2001.
- Jordan, J. D., & Adderley, B. "Grading Practices." Howard University, Division of Nursing. September 17, 2001
- Jordan, J. D. "Strategies for Designing Culturally Sensitive Research Projects: Using Qualitative & Humanistic Philosophy to Inform Quantitative Studies." Presented as part of the Yale-Howard Scholars Program at Yale School of Nursing, New Haven, CT. July 28, 2001.
- Jordan, J.D. & Lake, R. "Mastery of Dosage Calculations in Medication Administration by Sophomore Nursing Students." A Poster Presentation. 7th Annual Carnegie Research Day. March 7, 2001
- Jordan, J. D., & Byrne, M. "Race Consciousness: A Black and White Perspective." Seventh Annual International Critical and Feminist Perspectives in Nursing Conference. San Diego. Oct 28, 2000.
- Jordan, J. D. Mentoring Workshop for Course Coordinators. Howard University, DC. August 22, 2000.
- Jordan, J.D. & Green, P.M. "A Values Clarification Workshop for Faculty." Howard University, DC. August 21, 2000
- Jordan, J.D. Presentation: "Qualitative Research in Nursing Education and Practice." Presented for the Department of Nursing, Western Connecticut State University. April 26, 1999.
- Jordan, J. D. "Alterations in Neurological Function: Myasthenia Gravis and Parkinson's Disease." Success on the NCLEX SEMINAR, Howard University, Division of Nursing. March 12, 1999.
- Jordan, J. From Novice to Expert: Incorporating Patricia Benner's Conceptual Framework into Nursing Programs. State of Connecticut--Department of Education. Practical Nurse Education Program Professional Day Workshop. Continuing Education Units. May 21, 1993

- Jordan, J. Diversity Issues in Nursing Research, Education, and Practice. Presentation for Graduate Nursing Students, Western Connecticut State University. May 13, 1998.
- Jordan, J. & Halloran, L. The Meaning of Student Narratives to Their Faculty: A White Faculty Member Responds to the Experiences of Minority Nursing Students. An International Conference on Phenomenology and Hermeneutics. University of Minnesota, May 1-2, 1998.
- Jordan, J. Race and Attrition in Nursing Programs. Presentation of doctoral dissertation at Western Connecticut State University-Department of Nursing. Danbury, CT. December 17, 1996.
- Jordan, J. Race and Attrition in Nursing Programs. Seventh Annual International Critical and Feminist Perspectives in Nursing Conference. Pittsburgh. October 11-13, 1996.
- Jordan, J. Cultural Diversity Program. Sponsored by the University of Wisconsin-Madison, Department of Nursing and the Minority Affairs Committee. September 27-29, 1995.
- Jordan, J. Continuing to Move Forward: Empowering Our Youth. (Educational Perspectives). Sponsored by The Waterbury, Connecticut Chapter of the National Political Congress of Black Women. April 8, 1995.
- Jordan, J. Race and Attrition in Baccalaureate Nursing Programs: A Hermeneutic Inquiry. (Doctoral Dissertation). Sponsored by: The York College Nursing Program and the Queens County Black Nurses Association. York College, CUNY. Jamaica, NY. Annual Research Forum. 3/18/95.
- Jordan, J. Black American Health Care Beliefs. American Cancer Society, Danbury, CT. April 1994.
- Jordan, J. Attrition of Black Student Nurses: A Research Proposal. Southwestern Chapter of the Black Nurses Association, New Haven, CT 12/93.

Professional Memberships/Activities

- Maryland Council of Deans & Directors of Associate Degree and Baccalaureate Nursing Programs
- Sigma Theta Tau, International Nursing Honor Society—Delta Mu Chapter, Yale University..
- American Nurses Association
- Maryland Nurses Association—District 5
- Certification as a Clinical Specialist in Medical/Surgical Nursing. American Nurses Credentialing Center. 1991-1996. Re-certification 1997-2001
- Yale University Alumni Resource Person. 1990-present
- Yale University School of Nursing. Courtesy Faculty Member. Lecturer for the Family Nurse Practitioner Course—Neuroscience Nursing. 1983-1987

Community Involvement/Appointments/Elected Positions

Volunteer – Activities for the Affordable Care Act (Obamacare) during the Open Enrollment Periods 2010-2016

Served on the Local Planning Committee and as moderator for the 23RD annual Southern Nursing Research Society's (SNRS) Conference. *Interdisciplinary Research: A road more or less traveled* sponsored by the National Political Congress of Black Women. Baltimore, MD. February 11-14, 2009

Nursing Summit 2008: Department of the Army, Office of the Assistant Secretary of Manpower and Reserve Affairs. Army Pentagon. Invited participant with 60 nurse deans from across the country to brainstorm national nursing shortage issues. July 21-24, 2008.

News Channel 8 with Bruce DePuyt (WJLA-TV). Invited Co-Speaker with Catherine Crowley of Maryland Hospital Association. Live Discussion and Telephone Call-Ins about the "Who Will Care" initiative. November 12, 2007.

Appointed to the Maryland Hospital Association's "Business Case Work Group." The Business Case For Expansion of Nurse Education in Maryland. 2006-2007 (Final Document is the "Who Will Care" initiative..

Appointed as Commissioner to the Maryland Nursing Workforce Commission, Representing Baccalaureate Nursing Deans of Public Institutions. February 2006.

Candidate for the Board of Directors of the Council on Collegiate Education for Nursing; of the Southern Regional Educational Board. December 2005

Elected to the Board of Directors of the American Red Cross, Central Maryland Chapter. July 2004.

Invited to Serve on the Advisory Board for the Department of Nursing of The Community College of Baltimore County. April 2004

Appointed by Nelson J. Sabatini to the Maryland "Statewide Commission on the Crisis in Nursing" as a Vice Chair Representing Baccalaureate Deans. January 2004.

Appointed by Dr. John A. Sabatini, Jr. as a member to the Maryland Higher Education Commission (MHEC) Nursing Advisory Council representing four-year public nursing degree programs. December 2003.

Candidate for the National League of Nursing Nominations Committee. September 2003.

2003 National Congress of Black Women Biennial Convention. September 27-Oct 1. Served as Mistress of Ceremonies at the September 30, "Fannie Lou Hamer" Awards Dinner.

Invited and Attended a Special Tribute for U.S. Army Specialist, "Shoshana N. Johnson" (Former POW--Operation Iraqi Freedom. Fayburn House Office Building, Capitol Hill. June 12, 2003

Invited to Participate in the "Women of Color and HIV/AIDS Forum". Department of Health and Human Services. April 10, 2003

Delegate to the 14th International HIV/AIDS briefing. On behalf of the National Congress of Black Women. "The 2002 Barcelona Conference." Held at the Department of State, Washington, DC. July 25, 2002

"African American Women and HIV/AIDS." Presented at a Press Conference by Jordan, J. & Ware, P. Washington, DC Report commissioned by the National Congress of Black Women. September 30, 2002.

Elected "National Treasurer" of the National Congress of Black Women (NCBW), Silver Springs, MD. Re-appointed as Chair of NPCW's Health Committee. Dr. C. Delores Tucker, National Chairperson. September 2001. Served until 2015.

Introduction of Award Recipient, "The Honorable Denise L. Nappier, Treasurer State of Connecticut," at the Annual Awards Ceremony of the National Political Congress of Black Women. Washington, D.C., September 21, 2000.

Re-elected to Executive Board of Directors of the National Political Congress of Black Women, Silver Springs, MD. Re-appointed as Chair of its Health Committee. Dr. C. Delores Tucker, National Chairperson. September 1999. Initially elected in 1997

Chair of LPN to AND/BSN Education Articulation Subcommittee--District of Columbia Consortium for Nursing, Education, and Practice (DCCNEP). 1998-1999

Moderator for the "Health Leadership Summit" sponsored by the National Political Congress of Black Women. Washington, D.C., September 1998.

Leadership Summit. "Health." Served as Moderator. Sponsored by the National Political Congress of Black Women. Waterbury, CT. September 21, 1998.

Elected to the Board of Directors of the American Red Cross. Waterbury, Connecticut Chapter. April 1998.

A Town Meeting & Discussion: Women in Politics toward the 1998 Election & Beyond. Served as Moderator. Sponsored by the Greater Waterbury Chapter of the National Political Congress of Black Women. February 7, 1998.

A Leadership Summit: Creating New Possibilities for the 21st Century. Served as Moderator. Sponsored by the Greater Waterbury Chapter of the National Political Congress of Black Women. October 13, 1997.

Channel 13 (WCAT-TV). Invited Speaker. Panel, Live Discussion, and Telephone Call-In about Community Issues and Government. December 13, 1996

Board of Alderman Meeting in Waterbury, CT. Presented current "Issues in Hospital Health Care." Event televised on "Government TV," December 9, 1996

Appointed to the Board of Directors--Greater Waterbury Chapter of the National Political Congress of Black Women. 1996-1998

Speaker at the 51st Anniversary of "Waterbury PRIDE/NAACP Youth Council. October 5, 1996

Democratic Candidate for the Board of Aldermen. Lost the election by 30 votes. Waterbury, CT. 1991

Delegate to the National Red Ribbon Campaign for a Drug-Free America. Washington, DC. 1990

"Health Teaching for Adolescents." New Opportunities for Waterbury, Waterbury, CT. 1990

Elected Chairperson of the newly formed Greater Waterbury chapter of the National Political Congress of Black Women. Reelected 1990-1992

Member of the Planning and Implementation Committee: A subdivision of the Statewide Health Coordinating Council. 1984-1986

Appointed by Governor William A. O'Neill of Connecticut, as a member of the Statewide Health Coordinating Council. 1984-1986

Elected member of the Democratic Town Committee in Waterbury, Connecticut. 1982- 1984

Employment Committees -- (numerous & available upon request)

Continuing Education--(numerous & available upon request)

RN LICENSURE Connecticut # E37431
Maryland #R161343
District of Columbia # 67144 (inactive)
Massachusetts #RN2262672 (inactive)



**Report of Survey to the Maryland Board of Nursing (MBON) Regarding
Bowie State University Department of Nursing (BSUDON)
14000 Jericho Park Road, Bowie, MD 20715**

Date of Survey: March 7-9, 2017

Type of Program Surveyed: Baccalaureate Degree Nursing Program

Enrollment on Survey Date: 180 Students; 100% Full Time

Background/Overview:

Bowie State University nursing program was granted continuing accreditation and placed on Warning status subsequent to the full accreditation site visit that occurred September 30—October 2, 2014. The current visit is a three-year ACEN follow-up. Dr. Sheila Green & Ms. Cheyenne Redd, MBON representatives, participated in the survey to complete an updated assessment regarding COMAR 10.27.03.04—.16 compliance, relative to the program's conditional approval status with the state of Maryland.

Findings:

1. BSUDON met COMAR 10.27.03.02/.04—.14, as evidenced by onsite survey findings.
2. The nursing program did not meet COMAR 10.27.03.15 &.16C.(3).

Recommendations to the Nursing Program with Prior MBON Approval:

1. Continued conditional approval for the RN nursing program with a one year interim report due in FY 2018 (July 1, 2017 to June 30, 2018).
2. The BSUDON will provide a one year interim report using FY 2018 information—July 1, 2017 to June 30, 2018—which includes the following:
 - COMAR 10.27.03.06.A.7; COMAR 10.27.03.15 A—D: An update on the Nursing Systematic Plan of Evaluation—measurements & outcomes for the nursing program.
 - COMAR 10.27.03.08.13: Curriculum revisions, academic year FY 2018 report, that includes status of curriculum revisions and timing of the initial class graduation under the finalized curriculum plan.
 - COMAR 10.27.03.16.B. (3)-(4): Unacceptable Performance--NCLEX-RN® Examination for FY 2017 and FY 2018, demonstrating consistent trends in NCLEX-RN® examination performance improvement.
3. Review the FY 2018 report and determine whether a survey visit is needed (COMAR 10.27.03.15F (1)-(2)).

**Report of Survey of
Bowie State University Department of Nursing (BSUDON)
to Maryland Board of Nursing for Continued Approval**

Name and Address of Program:	Bowie State University Nursing Program 14000 Jericho Park Road Bowie, MD 20715
Date of Report:	April 12, 2017
Date of Survey:	March 7-9, 2017
Type of Program Surveyed:	Baccalaureate Program with two options: Traditional and Accelerated Entry Level Options
Enrollment on Survey Date:	180 students total; 100% are full time students
Board of Nursing Representatives:	Sheila Green, PhD, RN, CNE Nurse Consultant II Cheyenne Redd, MSN, RN Director of Licensure and Certification
Visiting Accreditation Body:	Accreditation Commission for Education in Nursing (ACEN)
Background/Overview:	<p>Bowie State University nursing program was granted continuing accreditation and placed on Warning status subsequent to the full accreditation site visit that occurred September 30—October 2, 2014. The current visit is a three-year follow-up established by ACEN to assess the program’s progress on the following standards/criteria:</p> <ul style="list-style-type: none">• Standard 1/Criterion 1.1—Vision, Mission, 4.1Philosophy and Goals Congruency• Standard 1/Criterion 1.7—Job Descriptions• Standard 2/Criterion 2.6—Maintenance of Faculty Expertise• Standard 4/Criterion 4.1—Essentials, Nurse Practice Act and Program Student Learning Outcomes (SLOs)

- Standard 4/Criterion 4.2—Program SLOs, Student SLOs, Instructions/Evaluation Methods
- Standard 4/Criterion 4.3—Plan of Study
- Standard 4/Criterion 4.11—Affiliation Agreements
- Standard 6/Criterion 6.1—Systematic Plan of Evaluation (SPE)
- Standard 6/Criterion 6.2—SLO ATI Report

The MBON representatives participated in the survey process for the following reasons:

1. To complete an updated assessment regarding COMAR 10.27.03.04—.16 compliance, relative to the program’s conditional approval status with the state of Maryland.
2. To seek insight through the ACEN accreditation follow-up visit regarding progress on the aforementioned ACEN standards/criteria.

.04 PHILOSOPHY AND OBJECTIVES:

BSUDON meets this COMAR requirement, as evidenced by the following:

A. (1-4). The philosophy, program objectives, outcomes/competencies are developed by the faculty and are consistent with the characteristics of a baccalaureate nursing education program. The philosophy, program objectives, student learning outcomes, program outcomes are communicated to those responsible for and participating in the program. These parties include students; faculty; Interim Dean/College of Professional Studies, Dr. Elliott Parris; BSU Provost, Dr. Weldon Jackson; BSU President, Dr. Mickey Burnim (retires June 30, 2017); the governing structures of the University (University Council, Faculty Senate, Faculty Association, and College of Professional Studies); community of interest; and community educational partners. The philosophy, program objectives, outcomes/competencies are evaluated annually and were most recently reviewed in May 2016 during their nursing faculty retreat.

B. (1-3). The philosophy of the program is congruent with that of Bowie State University, as noted in the *Bowie State University Department of Nursing Follow-up Report for the Accreditation Commission for Education in Nursing, January 23, 2017*. According to the information articulated in the document: “The Undergraduate Nursing program is developed and implemented based on the faculty’s beliefs about professional nursing education and professional practice, the nature of the client, health, and the environment. In order to meet the current and future needs of global communities, professional nursing education must prepare graduates to provide therapeutic and culturally congruent care in a variety of settings” (Appendix A, p. 92). This supporting information served as major components in the development, implementation and evaluation of the nursing program.

C. (1-4). The BSUDON program objectives, outcomes/competencies evolve from the philosophy of the program, are stated with clarity, are measurable, and attainable within the scope of baccalaureate nursing education. The program identifies expected competencies of the graduate, as identified in the curriculum, course syllabi, and terminal program outcomes reviewed at the time of the site visit in March 2017.

.05 ORGANIZATION AND ADMINISTRATION:

BSUDON meets this COMAR requirement, as evidenced by the following:

(A.1 to A.2): Bowie State University (the controlling institution) is accredited by Middle States Commission on Higher Education. The university's most recent accreditation was completed in 2012, with full accreditation status to 2021. Bowie State University has a clearly articulated statement offering equal educational opportunity for all students, as identified in the *Bowie State University Catalog, 2016—2017*.

(B.1 to B.3): Bowie State University has clearly delineated organizational charts for academic and non-academic requirements in the institution. The BSUDON has an organizational chart that includes its reporting relationships, and lines of responsibility, communication and authority.

C.: The nursing program has comparable status with other academic units within BSU, as identified through organizational charts and through interviews with Interim Dean/College of Professional Studies, Dr. Elliott Parris; BSU Provost, Dr. Weldon Jackson; BSU President, Dr. Mickey Burnim (retires June 30, 2017); and the nursing faculty.

D.: BSU provides the financial support and resources needed to operate the nursing program and achieve the nursing program goals. BSU meets the legal and educational requirements of the Maryland Board of Nursing.

E.: BSU provides the financial resources that support adequate facilities and equipment for the nursing program. The construction of a new state-of-the-art facility on campus is complete. The nursing program will relocate to this facility in summer 2017. The university employs administrative, clerical, and instructional personnel that meet regulatory requirements of the Maryland Board of Nursing and nursing education standards for practice. Emphasis has been placed on the recruitment and retention of full time nursing faculty to support and stabilize the nursing program over the last three years.

F.: BSU employs Dr. Rena Boss-Victoria, Associate Professor and Chairperson, Department of Nursing. She meets the qualifications stated in COMAR 10.27.03.07.

G.: BSU has provided, in writing to the Maryland Board of Nursing, information regarding nursing program administrator changes, as required in COMAR 10.27.03.05. Dr. Boss-Victoria has served in her current role as Chairperson since September 2015.

.06 RECORDS AND REPORTS:

A. (1): Current Records of Students: The Bowie State University Department of Nursing maintains academic records for each student. The records are kept in a locked file system within a locked faculty office in the College of Professional Studies faculty office suite of the Center for Learning and Technology. Student files were reviewed and determined to be up-to-date in accordance with the student's progression status in the BSN program. These records included an advisement form, academic transcripts and a program application.

A. (2): Transcripts of Graduates: Following completion of the nursing program, graduate files are kept in a locked file system within a locked room in the administrative staff's office. Transcripts of graduates are maintained in the Office of the Registrar. BSU adheres to a Record Retention Policy.

A. (3): Faculty Records: The BSU Department of Human Resources maintains all faculty hire/salary information. The BSUDON maintains faculty information regarding evaluations, resumes, current licensure, and transcripts credentialing. All faculty records and licensure are up-to-date and meet COMAR standards.

A. (4): Administrative Records: The BSUDON maintains complete and timely minutes of faculty meetings, annual reports of the program and up-to-date school bulletins.

A. (5): Current Curriculum: The programs' philosophy, course syllabi, and student learning outcomes are congruent with the level of learner. The curriculum re-design is progressing according to the planning schedule identified in COMAR 10.27.03.13 (See standard below.) The onsite documents and the *Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in Nursing, January 23, 2017* revealed curriculum mapping consistent with the outcomes and expectations for the baccalaureate nursing program.

A. (6): Agreements with Cooperating Agencies: Agency contracts (sixteen agency contracts) were reviewed and demonstrated compliance with qualifications set forth in COMAR.

A. (7): Master Plan of Evaluation: The BSUDON has a clearly defined systematic plan of evaluation for the program. It includes definitions for each program component, levels of responsibility, source documentation, frequency of assessment, assessment method(s); preliminary results and data collection/analyses. **Recommendations/actions to be administered cannot be determined at this time as the systematic plan of evaluation began in Fall 2014 to Fall 2016. It is too early to determine the impact and trends in data collection/findings for the nursing program.**

B. Records shall be safely stored to prevent loss, destruction, or unauthorized use. The BSUDON meets this requirement as addressed in section A. (1) noted above.

C. The nursing program administrator shall submit an annual report to the Board on forms provided by the Board. The BSUDON meets this requirement. Annual reports for FY 2015 and FY 2016 have been submitted to the MBON and are complete.

.07 NURSING PROGRAM ADMINISTRATOR:

BSUDON meets the requirements for this standard as evidenced through the following information:

(A.1 & 2): Qualifications of the nursing program administrator. Dr. Rena Boss-Victoria, Associate Professor and Chair for the BSUDON completed her bachelor’s degree in nursing science at the University of St. Thomas—Texas; her master’s in nursing from Texas Woman’s University; and her doctorate (PhD) from the University of Texas-School in Public Health in Houston, Texas. She is experientially qualified and meets governing organization and state requirements to assume the role of nursing program administrator. Dr. Boss-Victoria exceeds the requirements of Bowie State University and the Maryland Board of Nursing as she possesses 23 years of nursing education experience and over 15 years of administrative experience. She maintains a current registered nurse license.

(B.1/2/3/4/5/6/7/8/9/10/11/12): Responsibilities. *The Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in Nursing, January 23, 2017* indicated that Dr. Boss-Victoria “has the authority and responsibility for the development and administration of the Nursing Program consistent with all academic department chairs at Bowie State University” (p.39). She is “responsible for recruiting faculty, assisting in faculty development and evaluation, developing and reviewing department programs, advising and counseling students, preparing and managing the department budget, maintaining student records, developing class schedules, reviewing course evaluation, supervising research, overseeing the new building layout for the nursing program, scholarly activities, and teaching within the unit” (p. 39). She is identified as the “official representative of the DON at the administrative level and reports directly to the Dean of the College of Professional Studies” (p. 39). This information was corroborated through interviews with the Interim Dean of the College of Professional Studies, Dr. Elliott Parris; BSU Provost, Dr. Weldon Jackson; and BSU President, Dr. Mickey Burnim (retires June 30, 2017).

Faculty, in collaboration with and under the direction of Dr. Boss-Victoria, participate in recommendations for: faculty appointments; nursing educational programs; preparation and administration of the nursing program budget. *The Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in Nursing, January 23, 2017; Faculty Minutes—2013-2016;* and faculty interviews conducted during the March 2017 site visit provided supporting documentation. Faculty play a pivotal role in the formulation and implementation of the all policies governing the nursing program, including those relative to: student admission and progression; advanced standing; transfer and articulation; withdrawal; reinstatement; evaluation; and graduation requirements.

Faculty, in collaboration with and under the direction of Dr. Boss-Victoria, participate in determining the student/teacher ratio required to meet the objectives of each course and to define the methods of instruction employed. The faculty are involved in determining the number and qualifications of faculty required to meet programmatic requirements. BSUDON has a faculty orientation, mentoring and development program, as noted in the *Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in*

Nursing, January 23, 2017 and the BSUDON Faculty Handbook. The BSUDON program is implemented in accordance with the Maryland Board of Nursing regulatory requirements.

.08 FACULTY AND CLINICAL INSTRUCTORS

BSU DON meets this regulatory requirement as evidenced by the following:

A. (1) Qualifications of Nurse Faculty: Bowie State University has fifteen full-time nursing faculty, not including the Director of Nursing. Each of the full-time faculty records were reviewed, and 100% of the faculty met the qualifications set forth in *COMAR 10.27.03.08A*.

A. (2) & (3); B: The Waiver of Graduate Degree in Nursing Requirement for Nursing Faculty is not applicable to the Bowie State University Department of Nursing.

C. (1 & 2) Qualifications of Clinical Nurse Faculty: This program also has eighteen adjunct faculty that serve as the clinical faculty for BSUDON. Each of the part-time faculty records were reviewed, and 100% of the faculty met the qualifications set forth in *COMAR 10.27.03.08C(1)(a)-(d)*. In addition to meeting the qualifications set forth in *COMAR*, BSUDON requires that part-time faculty teaching courses for credit must meet the same requirements for experiential, scholarly, and professional preparation as their full-time counterparts.

Most clinical experiences are overseen by full-time and/or part-time clinical faculty. In some instances, there is a need to utilize preceptors. Preceptors are academically and experientially qualified, mentored, and monitored. All preceptors utilized are required to have at least a MSN, an unencumbered multistate RN license and a minimum of two years of clinical experience in the specialty area.

D. Responsibilities:

D. (1): The primary role of the faculty of BSUDON is teaching. Faculty are responsible for multiple content areas with a focus in medical and surgical nursing of adults, pediatrics, mental health nursing, community health nursing and maternal/child nursing. Faculty may be assigned to Special Projects and/or Program Innovation Initiatives as required to address the needs of the DON. Clinical hours are a requirement for all faculty members. It is the responsibility of the faculty member to establish mutual responsibilities between the agency and the educational institution. Faculty are also required to participate in planning, implementing, evaluating, and revising the nursing program curriculum. Faculty meeting minutes validate the involvement of the entire nursing faculty.

D. (2): The faculty of the BSUDON are dedicated to the development and implementation standards for admission, progression and graduation of students. The Admission, Progression and Graduation Committee (APG) meets regularly to discuss the development and implementation of standards for admission, progression and graduation of students.

Currently there is one undergraduate academic advisor for the DON. The DON needs to fill three academic advisor positions. In order to meet the needs of the growing number of enrolling nursing students, the DON will need to hire an Undergraduate Nursing Academic Coordinator in

addition to the other advisor positions. This individual is responsible for the management of the Bachelor of Science in Nursing (BSN), Registered Nurse (RN) to BSN and Accelerated BS 2nd Degree programs. This position is responsible for advisement, curriculum and progression issues, scheduling, and course availability, by way of example. The individual would monitor and assist Academic Advisors in determining admission eligibility. These four unfilled positions would alleviate some of the burden for the nursing faculty. The faculty are now required to manage their own academic advising of approximately 25-35 students. Ideally, the BSUDON would like for the academic advising to be handled by non-nurse faculty. This would allow the nurse faculty to focus on teaching and other required academic and professional commitments.

BSUDON Faculty have a plan in place for the systematic review and evaluation of the student learning outcomes (SLOs) and role specific graduate competencies. Formative and summative evaluation processes are well documented in the DON. SLOs are measured through exams, adapted learning assignments, poster presentation rubrics, scholarly presentation rubrics, and weekly evaluation of performance in the directed clinical practice for each course. Faculty also meet monthly (started Fall 2016) to discuss students who are at-risk academically. Risk assessments are conducted to assess the SLOs for all students. Students who are identified as at-risk are referred for remediation.

The review of faculty records (full-time and part-time faculty) show evidence of maintaining current clinical skills. Faculty maintain appropriate nursing licensure, certifications and evidence of advanced degree completion. This information is incorporated in their confidentially-maintained faculty files.

The DON faculty have an established plan which makes all course/learning materials accessible to students. A variety of instructional methods are utilized to deliver course content outside of traditional lecture. Blackboard[®] is an electronic based learning management system and the primary source for students to access course materials. Faculty record lectures for students and upload them to Blackboard[®] by using a system called *Collaborate*. Students are able to download the application onto their smart devices and utilize its functions in the classroom. DON faculty also use group projects, discussion boards, case studies, role play, and “flipping the classroom” as additional instructional delivery methods.

The BSUDON has undergone a great deal of faculty turnover since the last site visit: September 30—October 2, 2014. Quite a number of faculty have left, but several have been hired. Several recruitment strategies have been implemented since Fall 2014 to increase the number of faculty and the utilization of faculty, to ensure that student learning and program outcomes are being met. Since Fall 2014, recruitment and retention of faculty has stabilized. Faculty actively participate in the recruitment, selection and promotion of faculty. The nursing faculty have input in the interview process. Typically, there are three faculty members on a panel, including the Course Coordinator for the identified specialty. They collectively review prospective candidates’ CVs and offer input regarding recruitment efforts.

Bowie State University and the Department of Nursing have developed a comprehensive system for evaluating faculty performance. Each faculty receives a peer evaluation and an evaluation from the Chair. Faculty are required to complete an annual Faculty Self-Evaluation and

Professional Development Plan that outlines their future goals and accomplishments. The Chair reviews the Professional Development Plan. Faculty are evaluated primarily on teaching effectiveness, scholarship and service. The Office of Planning, Analysis, and Accountability manages the faculty evaluation process. An annual review for tenure and promotion are also components of the evaluation process.

Students have the opportunity to evaluate the faculty's performance and course learning experiences. These are completed at the end of every course.

D. (3): A clinical visit was conducted at Spring Grove Hospital Center. Mrs. Tenni John-Idiagbonya, MSN, FNP/Adjunct Faculty (BSU), Noyes Unit manager (Spring Grove Hospital Center) and Iguehi Edeoghon, LPN Staff Nurse (Noyes Unit) were the hospital representatives. BSUDON uses four units for the clinical experiences (two long-term care units, one admission/research unit, and one admission unit).

Dr. Doris Scott, PhD, MSN, RN, Course Coordinator, provided insight into the student clinical experience on the Noyes Unit. There were six students in the clinical setting on the day of the visit. The students are Traditional students in their junior year. The Noyes unit is a locked unit, so safety is emphasized heavily with the students. Dr. Scott determines the patient assignments, based upon goals and objective that incorporate current classroom learning with patient care experiences. Students are not allowed to administer medication during this clinical experience. The students have other assignments to expose them to mental health in the community setting. They are required to attend Alcoholics' Anonymous meetings and to teach patients an assigned activity. The Director of Education for Spring Grove created a simulation for the students to experience auditory hallucinations.

Six students were interviewed. The date of the visit was the student's first day of clinical and they enjoyed it thus far. They stated that in preparation for this clinical experience (and others) they had to successfully pass the dosage exam and skills checklist. They also felt that they were prepared for this clinical experience. The students described the instructors as being open, knowledgeable and available. In the short time, the students noticed that the staff on the unit were supportive and helpful. The students were able to articulate the policies governing the formative and summative evaluation processes with clinical faculty.

.09 FACULTY POLICIES

BSU DON meets this regulatory requirement as evidenced by the following:

A. &B.: The *Bowie State University Faculty Handbook* and *Department of Nursing Faculty Handbook* incorporates faculty personnel policies for full-time and part-time faculty. They include information regarding faculty governance, teaching load and evaluation. Nursing faculty follow established BSU and DON personnel policies. The DON has recognized personnel policies governing teaching load and evaluation specific to the nursing profession and in accordance with accreditation standards. The policies are approved by the Bowie State University in recognition of the inherent requirements for nursing education.

.10 FACULTY ORGANIZATION

BSU DON meets this regulatory requirement as evidenced by the following:

A-E.: The BSU nursing program is organized by sequential semesters. Full-time faculty actively participate in shared governance through faculty meetings, DON committee meetings and University-wide committee meetings. The departmental committees ensure that faculty can participate, offer opinions and are able to have involvement in the decision making process. The DON consists of six standing committees: Undergraduate Curriculum Committee; Admission, Progression, and Graduation Committee; Total Program Evaluation; Appointment, Rank and Tenure Committee; Resources and Technology Committee; and Faculty Evaluation Committee. Students are encouraged to attend monthly faculty/committee meetings. Minutes for the past three school years were reviewed, which documented actions and decisions made during faculty and committee meetings.

.11 FACULTY DEVELOPMENT AND EVALUATION

BSUDON meets this regulatory requirement as evidenced by the following:

A-C.: Faculty orientation is mandatory for all new faculty. BSUDON requires new faculty to complete a department orientation in addition to an orientation given by the Human Resources Department. Orientation takes place over a two day period where new faculty have the opportunity to meet the Department Chairs and the Provost. The new faculty have the opportunity to attend seminars and engage in discussions related to teaching. New faculty are also invited to the two-day Faculty Institute for returning faculty. New faculty are assigned to a mentor in the specifically-designated specialty course for the academic year. The senior faculty are expected to orient and guide new faculty in the departmental policies and procedures. The mentor also serves as a resource for the new faculty throughout the academic year.

The University sponsors a biennial Faculty Institute to promote faculty development. During this event, best practices in effective teaching, ATI development and trainings are offered. There are no additional monies allotted for faculty development at this time. Faculty can submit requests for monetary support for scholarly endeavors and conference attendance.

Faculty evaluation is described in the Bowie State University and BSU Nursing Program Faculty Handbooks, respectively, and are performed by the Department Chair. Peer, student, and agency-based evaluations were reviewed for all full-time faculty and a representative sample of part-time faculty during the site visit. Documents supported the policy for the faculty evaluation process.

.12 RESOURCES, FACILITIES AND SERVICES:

BSUDON meets this regulatory requirement as evidenced by the following:

A. Physical Facilities: A tour of the physical facilities was conducted at the Bowie State University campus. The physical facilities are adequate to meet the needs of the BSUDON program. Adequate space is available for privacy of faculty-student conferences (on campus and

in the clinical settings). Classrooms, simulation and skills laboratories and conference rooms are available for student learning. New construction for the College of Professional Studies is complete. The BSUDON has a new state-of-the-art center housed within the new building and will assume occupancy in Summer 2017.

B. & C. Learning and Educational Support Resources: Learning resources, tutorial centers (including the Nursing Student Success Center [NSSC], funded by MHEC in Fall 2015), a fully operational library with technology supports, and faculty development support are available for students and faculty, respectively. There is an orientation extended to nursing students and faculty to insure familiarity with the use of on-campus and online resources. Students and faculty can access services online and have remote access assistance as needed. These resources are current, comprehensive and commiserate with other academic programs on campus.

D. Clinical Facilities: Spring Grove Hospital Center is a 425-bed complex that provides a variety of inpatient psychiatric services to adults and adolescents. The hospital also has a comprehensive residential psychiatric services for adults. The center is owned and operated by the State of Maryland. It is under the governance of the Mental Hygiene Administration of the Department of Health and Mental Hygiene. The facility is fully accredited by the Joint Commission and CMS certified. This agency was reviewed by a MBON representative during the March 2017 site visit and is included in this report, by way of example, as indicative of the types of agencies with which the BSUDON has established agreements for clinical educational practice. BSUDON also utilizes, by way of example, the following agencies for undergraduate learning experiences: Veterans' Hospital of Washington, DC; Hospital for Sick Children/Home Care; MedStar—Southern Maryland Hospital; and the Baltimore Washington Medical Center.

A session was conducted with representatives of the following agencies used for student clinical experiences: Heart to Hand (Community Health Experiences); Anne Arundel Medical Center (Ms. Wilkes); BSU Health and Wellness Center; Hospital for Sick Children/Home Care. These agency representatives were highly supportive of the BSUDON students and faculty.

Classroom Facilities: Two classroom observations were conducted during the March site visit: Nursing 203/Foundations (Faculty: Sharon Wilkes and Twanna Whitehead; 18 students) and Nursing 302/Health Assessment—Lab (Faculty Ms. Tabito Rigsby Robin; 7 students). Both classes provided an overview of teaching-learning modalities employed to enhance student learning. The classroom and lab facilities were adequate for the respective course endeavors.

E. Written Agreements: All agency written agreements were reviewed and meet this COMAR standard.

.13 CURRICULUM:

BSUDON meets this regulatory requirement as evidenced by the following:

A—D.: The BSUDON nursing faculty maintain oversight for the nursing curriculum. The faculty are immersed in curriculum re-design, as identified in the follow-up study, January 2017, and summarized in this standard. The curriculum is logically defined and has a reasonable sequential flow with a clearly articulated nursing philosophy, student and program outcomes. The supporting documents complement the information described in the follow-up study. The level of complexity in nursing practice is articulated in each course syllabus and is sequentially-defined in accordance with student advancement in the nursing program. Student clinical experiences are designed to enhance didactic learning and are offered concurrently within the sequentially-defined courses of study. Evaluation methods and tools were reviewed and appear to support student learning and growth. Ratios of classroom to clinical hours for each clinical nursing course were clearly articulated for the BSUDON undergraduate program.

The Nursing Philosophy addresses the faculty’s beliefs about “professional nursing education and professional nursing practice, the nature of the client, health, and the environment” (BSUDON Follow-Up Study, January 2017, p. 92). The Philosophy of Nursing Education incorporates “the development of caring, therapeutic communication, cultural competence, social awareness and collaborative skills that facilitate academic and personal development” (p. 92). The curriculum plan, the curriculum objectives, student and program outcomes appear appropriate to meet the expectations of entry level baccalaureate degree graduates into professional nursing practice.

Students meet requirements for arts and humanities, social and behavioral sciences, biological and physical sciences as a part of their pre-requisite requirements. Pre-requisite requirements (re-sequencing) are under review by faculty, as noted below.

In Spring 2015, the Maryland Board of Nursing approved the Curriculum Improvement Plan proposed by the BSUDON. In Fall 2015, the BSUDON developed and completed the following, as documented in the *Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in Nursing* (p. 59—60):

- A Curriculum Mapping Process Plan;
- A Syllabus Review Process Plan;
- Established an Ad Hoc Curriculum Core for Focused Content Review;
- Reviewed clinical evaluation tools and processes;
- Conducted faculty self-assessment and evaluation processes;
- Hired a new chairperson for the BSUDON; and
- Recruited and interviewed aggressively for qualified faculty.

In Spring 2016, the BSUDON established the following essential components to support curriculum requirements for the nursing program, as documented in the *Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in Nursing* (p. 59—60):

- Initiated Curriculum Mapping Process;
- Defined SLO (course and program) areas that needed enhancement;

- Implemented Curriculum Innovative Clinical Integration Plan;
- Updated clinical evaluation tools and processes to include weekly (formative) and end of the course summaries (summative);
- Planned for and conducted a Faculty Retreat focused on curriculum improvement;
- Reaffirmed at the retreat, the program vision, mission, philosophy, goals and Program SLOs; and
- Initiated the development plans for the Nursing Student Success Center (NSSC) as funded by MHEC in Fall 2015 for peer-to-peer tutoring.

In Summer 2016, the BSUDON engaged an ACEN Task Force, as documented in the *Bowie State University Department of Nursing Follow-Up Report for the Accreditation Commission for Education in Nursing* (p. 59—60), to:

- Perform gap analyses, syllabi/SLO reviews, and to provide a summary to finalize the curriculum mapping findings;
- Review program evaluation tools (surveys to students, faculty, affiliations, and clinical agencies);
- Gather data using various techniques, including a revised Survey Monkey survey for more efficient and effective data collection.

In Fall 2016, the BSUDON opened the Nursing Student Success Center (NSSC) for referrals, tutoring and supplemental teaching. In Spring 2017, the BSUDON submitted and are currently seeking final approval for implementation of re-sequencing prerequisites for the nursing program (by May 2017). In Summer 2017, the BSUDON will submit for approval the proposal for course content changes for courses in Junior 2nd Semester and Senior 1st Semester. In Fall 2018, the BSUDON will submit for approval the proposal for course content changes for courses in Senior 2nd semester. The faculty will complete full implementation of the new curriculum once these approvals are completed.

The supporting documentation noted in courses syllabi, curriculum meeting/faculty meeting minutes are clearly articulated and reflect full faculty inclusion in these processes. These changes are demonstrative of faculty commitment to the curriculum, students and the nursing program.

E. & F.: The BSUDON curriculum meets the elements noted in these COMAR requirements, as evidenced in course syllabi documents and agency contracts reviewed during the site visit. Faculty interviews also corroborated these findings.

G.: The BSUDON program meets the elements for this COMAR requirement.

H.—L: The BSUDON program meets the elements noted in these COMAR requirements, as evidenced in documents reviewed during the site visit and through interview with faculty.

M. Clinical Preceptorships: All preceptorship written agreements were reviewed and meet this COMAR standard. Preceptors are primarily utilized in NURS 412: Transition into Professional Nursing Practice-Clinical.

The BSUDON is required to provide a report on the status of the revised BSUDON curriculum by June 30, 2018 (FY 2018) to the MBON.

.14 STUDENTS

BSUDON meets this regulatory requirement as evidenced by the following:

A.-C.: The MBON and ACEN visitors met with nine (9) nursing students (sophomores, juniors, and graduating seniors) during the site visit. There was cross-representation of student attendees enrolled in the accelerated program (3 students), the traditional undergraduate program (5 students) and one (1) sophomore student scheduled to begin program matriculation.

Students believed the BSUDON program was student-focused and one which encouraged them to be successful. Faculty were identified as accessible to assist them in learning endeavors. They discussed the following concepts: how they were oriented to the nursing program; how they interpreted evidence-based practice; how they utilized ATI resources; how students participated in faculty committee endeavors, with feedback from their respective class representatives; and their usage of simulation. They believed they had input in the nursing program.

Access to campus-wide services was not an issue. Two students indicated they used tutorial support services and found them helpful to meeting their learning needs. They spoke positively of the support offered through the Admissions, Registration, and Financial Aid offices.

The policies governing students' rights and responsibilities and student grievances were published in the *Bowie State University College Catalog*, *the Nursing Student Handbook*, and were available online through the BlackBoard® website. Students confirmed their awareness of these policies and locations for review.

A representative sample of student records was reviewed during the site visit. These student records were complete and maintained in the BSUDON Administrative Office under a double-locked security system. When students leave the program through graduation or attrition, their final records are maintained in a double-locked secured filing system within the BSUDON program.

Students use Pre-Check for criminal background checks. The college is not privy to the information and the students' reports are forwarded directly to the clinical facility. If there is a problem with the criminal background check, the student is not able to continue with the program since there are limited clinical facility opportunities. Since the college began requiring criminal history record checks, only one student has been rejected by the clinical facility.

.15 EVALUATION: The BSUDON program does not meet this regulatory requirement.

The BSUDON has a clearly defined systematic plan for evaluation of the program. It includes definitions for each program component, levels of responsibility, source documentation, frequency of assessment, and assessment methods. However, the preliminary results, data collection and analyses were not sufficient to address program trends and evaluation at this time.

It is too early to determine the impact and trends in data collection/findings and quality improvement for the nursing program.

A. & B.: The review of the *BSUDON Systematic Plan for Evaluation 2014—2016*, *BSUDON Faculty Minutes*, *BSUDON Curriculum Minutes*, and a faculty interview session were incorporated to assess the development and early implementation of the program evaluation processes.

C.: The MBON site visit team was unable to identify the trends and outcomes of the newly implemented evaluation plan for the BSUDON program, at the time of the visit. No determination could be made regarding the effectiveness of the evaluation process during the time of the site visit.

D. (1) & (2): There were few recommendations for programmatic revisions or action plans regarding proposed improvements as the systematic plan began in July 2014. There was insufficient time for BSUDON to measure outcomes and address impact of the curriculum enhancement (curriculum re-design), as both are in process of development and implementation.

The BSUDON is required to provide a report on the status of the implemented BSUDON Systematic Plan for Evaluation 2014—2016 by June 30, 2018 to the MBON. The MBON is to be notified of the determinations made by the ACEN accrediting body and if a follow-up visit is planned.

.16 LICENSURE EXAMINATION PERFORMANCE

NCLEX-RN® Pass Rates

Year	RN	MBON REQUIRED PASS RATE/RN
2016	71.64%	75.55%
2015	41.10%	74.28%
2014	52.78%	74.30%
2013	70.69%	78.33%
2012	56.34%	80.03%

RECOMMENDATIONS:

1. Continued conditional approval for the RN nursing program with a one year interim report due in FY 2018 (July 1, 2017 to June 30, 2018).
2. The BSUDON is to provide a one year interim report using FY 2018 information—July 1, 2017 to June 30, 2018—which includes the following:
 - COMAR 10.27.03.06.A.7; COMAR 10.27.03.15 A—D: An update on the Nursing Systematic Plan of Evaluation—measurements & outcomes for the nursing program.
 - COMAR 10.27.03.08.13: Curriculum revisions, academic year FY 2018 report, that includes status of completion of curriculum revisions and timing of the initial class graduation under the finalized curriculum plan.
 - COMAR 10.27.03.16.B. (3)-(4): Unacceptable Performance--NCLEX-RN[®] Examination for FY 2017 and FY 2018, demonstrating consistent trends in NCLEX-RN[®] examination performance improvement.
3. Review the FY 2018 report and determine whether a survey visit is needed (COMAR 10.27.03.15F (1)-(2)).

PROGRAM STRENGTHS:

1. Nursing Student Success Center (NSSC), funded by MHEC in Fall 2015, supports educational enrichment and remediation needs of the nursing students. The BSU DON Remediation process is extensive and fully supports the success of the nursing students.
2. Faculty fully promote student participation in the governance of BSU DON. Student's opinions are heavily considered in decisions made in regard to the nursing program.
3. The faculty are passionate and dedicated to the success of their students. The faculty foster team unity, through inclusion of newer faculty and the promotion of educational continuity.
4. The Chair and faculty are working diligently upon curriculum enhancement (re-design) to improve student learning and program outcomes.
5. New construction for the College of Professional Studies is complete. The BSUDON has a new state-of-the-art center housed within the new building and will assume occupancy in Summer 2017.



4 D

TO: Maryland Board of Nursing

FROM: Patricia Kennedy, Director of Education

Date: April 26, 2017

Re: Morgan State University, Dean, Community Health and Policy Voids MBON
Approved Baccalaureate Program Consultant Selection

Dr. Kim Sydnor, Dean of Community Health and Policy, to whom the undergraduate nursing administrator reports, had not been consulted re the selected consultant. Dr. Sydnor is re-opening the search for the program consultant.



MEMORANDUM

6A

FROM: Jill Callan, BSN, RN
Nurse Program Consultant I
Maryland Board of Nursing

TO: The Maryland Board of Nursing

DATE: April 26, 2017

IN RE: FYI UPDATE:
Goldenstar Education Center, Inc. - Nursing Assistant Training Program –
Non-compliance with Board regulations

On July 12, 2016, Board staff conducted a site visit to evaluate the nursing assistant training program offered by Goldenstar Education Center, Inc. (“Goldenstar”). During the site visit, Board staff noted that Goldenstar failed to maintain adequate and complete records documenting student performance and progress, attendance, and academic achievement (including transcripts and completed skills checklists). These deficiencies necessarily result in violations of the following Board regulations:

Code of Maryland Regulations (COMAR) 10.39.02.08

- A. Each training program shall have an objective final examination that measures achievement of the performance indicators.
- B. To successfully complete the program, each trainee shall:
 - 1. Complete the approved training program;
 - 2. Demonstrate the ability to perform nursing functions with clients of any age and with various levels of physical, sensory, cognitive, and emotional ability;
 - 3. Pass a comprehensive written final examination; and
 - 4. Demonstrate competence in meeting the objectives and performance indicators contained in the training requirements.

- C. Each trainee shall be evaluated on their ability to meet the program objectives in the classroom, laboratory, and clinical setting.
- D. Each program shall submit to the Board, on a quarterly basis, statistics on enrollments, program completions, and attrition rates.

Board staff notified the Maryland Higher Education Commission (“MHEC”) about its findings, as MHEC approval is one of the minimum qualifications a nursing assistant training program must achieve to be approved by the Board. On July 21, 2016, MHEC performed its own site visit and observed the same and similar deficiencies in Goldenstar’s recordkeeping (*see* attached correspondence from MHEC, dated July 27, 2016). In its July 27, 2016 correspondence, MHEC permitted Goldenstar 120 days to cure the deficiencies noted during its July 21, 2016 site visit. On August 24, 2016, Board staff presented the results of its July 12, 2016 site visit, along with those of MHEC, during the Board’s open session meeting. The matter was presented as an FYI update to the Board, and the Board instructed staff to continue to monitor Goldenstar’s performance.

On September 26, 2016, Board staff sent a letter to Goldenstar explaining the results of the July 12, 2016 site visit and informing Goldenstar that Board staff planned to conduct a follow-up site visit, within 120 days of MHEC’s July 27, 2016 notice, to assess Goldenstar’s compliance with the Board’s regulations (*see* attached correspondence from Board staff, dated September 26, 2016). Due to various scheduling conflicts involving Goldenstar’s owner, the program had a total of 182 days to cure the deficiencies noted during the Board’s July 12, 2016 site visit. On March 29, 2017, Board staff conducted a follow-up site visit, during which Goldenstar was unable to produce any records of student attendance or academic progress and achievement, including transcripts and completed skills checklists, for the period between July 12, 2016 and March 29, 2017. Therefore, Goldenstar remains in violation of the Board’s regulations.

Also on March 29, 2017, MHEC performed its own follow-up site visit and observed similar deficiencies in Goldenstar’s student records. On April 3, 2017, MHEC issued a formal “Notice of Deficiencies,” in which it charged Goldenstar with various violations of MHEC’s regulations, levied a \$35,000 fine against Goldenstar, prohibited Goldenstar from enrolling new students in its nursing assistant training program, and required Goldenstar to cure all violations within thirty (30) days of the Notice of Deficiencies (*see* attached Notice of Deficiencies, dated April 3, 2017). Furthermore, MHEC advised Goldenstar that if it fails to pay the fine and cure the violations in the time allotted, MHEC intends to revoke approval of Goldenstar’s nursing assistant training program. On or about April 14, 2017, Goldenstar invoked its right to request a hearing on the violations alleged in MHEC’s Notice of Deficiencies.

Considering the formal actions taken by MHEC against Goldenstar, including an order to cease and desist immediately from enrolling new students in its nursing assistant training program, Board staff recommends continued monitoring at this time. Should Goldenstar cure the violations noted in MHEC’s Notice of Deficiencies, then there will be no further action required by the Board. However, should Goldenstar fail to cure the violations, and should MHEC ultimately withdraw its approval of Goldenstar’s nursing assistant training program, then Board

staff will bring this case back to the Board for a decision on whether to withdraw the Board's approval of Goldenstar's nursing assistant training program.

- Attachments:
1. MHEC - Notice Re: School Visit, dated July 27, 2016 (2 pages)
 2. BON - Notification of Non-Compliance, dated September 26, 2016 (1 page)
 3. BON - Notice of Non-Compliance, dated March 1, 2017
 4. MHEC - Notice of Deficiencies, w/ cover letter, dated April 3, 2017 (10 pages)

STATE OF MARYLAND

MARYLAND BOARD OF NURSING
4140 PATTERSON AVENUE
BALTIMORE, MARYLAND 21215-2254



(410) 585-1900 (410) 358-3530 FAX

(410) 585-1978 AUTOMATED VERIFICATION

1-888-202-9861 TOLL FREE

September 26, 2016

Goldenstar Education Center
Attn: Julius Owosela
Program Director
6201 Riverdale Rd., Suite 205
Riverdale, MD 20737

RE: Notification of Non-compliance to COMAR 10.39.02.08.A ,B (1-4),C. and Non-Renewed Status.

Dear Mr. Owosela,

On July 12, 2016 I conducted a site visit to Goldenstar Education Center ("Goldenstar") and it came to my attention, upon review of student records, Goldenstar was unable to display data that demonstrated students' academic accomplishments while enrolled in the CNA training program. I observed that Goldenstar was not compliant as it failed to document their student outcomes. Attendance records, student completions, comprehensive written/skill grades, and evaluations were absent in the files. Also, when asked where these documents were located Goldenstar was unable to produce them. Therefore, Goldenstar was found to be non-compliant with the following criteria identified in the regulation for Nursing Assistant Training Programs:

1. COMAR 10.39.02.08.A-D:

- A. *Each training program shall have an objective final examination that measures achievement of the performance indicators.*
- B. *To successfully complete the program, each trainee shall:*
 - (1) *Complete the approved training program;*
 - (2) *Demonstrate the ability to perform nursing functions with clients of any age and with various levels of physical, sensory, cognitive, and emotional ability;*
 - (3) *Pass a comprehensive written final examination; and*
 - (4) *Demonstrate competence in meeting the objectives and performance indicators contained in the training requirements.*
- C. *Each trainee shall be evaluated on their ability to meet the program objectives in the classroom, laboratory, and clinical setting.*
- D. *Each program shall submit to the Board, on a quarterly basis, statistics on enrollments, program completions, and attrition rates.*

The Maryland Higher Education Commission is also aware of the violation and has notified Goldenstar of the deficiency. Also, the Maryland Higher Education Committee recommends your school have, from the date of notification on July 27, 2016, 120 calendar days to put into place systems to ensure regulatory compliance. I will conduct another site visit 120 days from the date of July 27, 2016. After conducting that site visit, if I find Goldenstar has become compliant with the Board's regulation of COMAR 10.39.02.08.A-D, I will present Goldenstar's renewal application, dated 4/29/2016, to the Board for approval. If after 120 days you are found to be in compliance the Board will consider your renewal application. However, if during my site visit, I find that Goldenstar has not become compliant with COMAR 10.39.02.08A.-D., then I will present my findings of non-compliance to the Board for consideration of withdrawing Board approval of Goldenstar pursuant to COMAR 10.39.02.09 B. *(1) The Board may withdraw approval from any program: (1) That fails to comply with a requirement of this regulation.*

Thank you for your cooperation. If you have any questions you may reach me at 443-401-7732 or jill.callan@maryland.gov.

Sincerely,

Jill Callan, BSN, RN
Nurse Program Consultant, Maryland Board of Nursing

cc: Alan Gallegos, Associate Director, Career & Workforce Education, MHEC





Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph.D.
Secretary

July 27, 2016

Julius Owosela
CEO/Director
Goldenstar Education Center, Inc.
6201 Riverdale Road Suite 104
Riverdale, Maryland 20737

RE: School Visit

Dear Mr. Owosela,

On July 21, 2016, I conducted a school visit to review Goldenstar Education Center Inc's (the School) records, use of approved documents, and general school operation. This letter provides an overview of my visit and summary of what was discussed during our exit interview.

Goldenstar Education Center, Inc. is not correctly maintaining school records or using the documents approved by the Maryland Higher Education Commission (MHEC) as part of the student files. Specifically:

- Student files do not contain a signed Enrollment Agreement. Admission paperwork found in student files is inconsistent throughout the files; however, in all cases the approved Enrollment Agreement was not included in the student file. Currently, documents included in student files pertain to the minimum requirements to become a CNA/GNA, such as CPR certification, legal working status documents, and a criminal background check. By failing to use the approved Enrollment Agreement, Goldenstar Education Center Inc. has violated the Code of Maryland Regulations (COMAR) 13B.01.01.11.A.(1-2).
- In addition to the failure to maintain student records in regard to enrollment procedures, the School has not maintained an adequate record of student's academic accomplishments while enrolled at the school. This includes a failure to document daily attendance, failure to document student outcomes such as completion or withdrawal. By not using the School's approved transcript, the School has no record of academic outcomes for any students. As discussed, this is problematic for students who may need to prove their educational accomplishments for purposes of obtaining licensure or certification, or otherwise furthering their educational pursuits. Failing use the approved transcript violates COMAR 13B.01.01.11.A.(3-6), 13B.01.01.11.B-D, G.
- Additionally, the student files do not contain the School's approved account ledger card, indicating total cost of training, payments made, a running balance, and the final balance upon completion or withdrawal from the School. This violates COMAR 13B.01.01.11.E.
- Finally, it was discovered that Goldenstar Education Center Inc. has not properly informed MHEC about a change in the administrative office location of the School. It appears as though Goldenstar Education Center has changed locations from the 1st floor, Suite 104, to Suite 204, located on the second floor of the building. COMAR 13B.01.01.04.B.(8) states: "The approval of a school is limited to the location and programs for which application has been made and

approval granted. Application shall be made to the Secretary for additional locations as well as changes in locations and programs as provided by these regulations." By not submitting a Change of Location Application to the Maryland Higher Education Commission before changing the administrative location within the building, Goldenstar Education Center Inc. has violated COMAR 13B.01.01.04.B.(8)..

Taken in total, the COMAR violations discovered during my visit are significant, and consequential for current and former students of Goldenstar Education Center Inc. COMAR 13B.01.01.20 provides possible courses of action for the Secretary of Higher Education when it is discovered that a Private Career School is in violation of Maryland law. These actions include withdrawal of approval, notices of deficiencies compelling the School to remedy the deficiencies within 30 days, and fines up to \$5,000.00 for each COMAR or statutory violation or violation of the conditions on which any approval issued to the school was based. At this time, I am not recommending punitive action to the Secretary of Higher Education. Instead, I recommend that the School has 120 calendar days from the date of this letter to bring student files into compliance and put into place systems to ensure regulatory compliance in the future. At the end of the 120 calendar day window, I will return to Goldenstar Education Center Inc. to inspect student records. I expect that all student records will include a MHEC approved transcript. Additionally, I expect that all students enrolled after July 22, 2016 will have signed an MHEC approved Enrollment Agreement and that their student file will include up to date attendance records, academic achievements, and account ledgers that reflect all payment activity. If, upon my subsequent visit, I find that student records are not adequately maintained, I will recommend further sanctions to the Secretary of Higher Education, following the guidelines set forth in COMAR 13B.01.01.20.

Thank you for your cooperation in this matter, should you have any questions, do not hesitate to contact me at Alan.Gallegos@maryland.gov / 410-767-3296.

Sincerely,



Alan Gallegos
Associate Director, Career & Workforce Education

AGG

Enclosure: Goldenstar Education Inc. Enrollment Agreement as approved by MHEC
Goldenstar Education Inc. Student Transcript as approved by MHEC
Goldenstar Education Inc. Account Ledger as approved by MHEC
MHEC Change of Location Application
COMAR 13B.01.01: Minimum Requirements for Private Career Schools

cc: Emily A.A. Dow, Ph.D. Assistant Secretary, Academic Affairs, MHEC

STATE OF MARYLAND

MARYLAND BOARD OF NURSING
4140 PATTERSON AVENUE
BALTIMORE, MARYLAND 21215-2254



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March 1, 2017

Goldenstar Education Center
Attn: Julius Owosela
6201 Riverdale Rd., Suite 301
Riverdale, MD 20737

RE: To Letter from September 26, 2016 in which there was a Notification of Non-compliance to COMAR 10.39.02.08 A,B (1-4) and Non-Renewed Status.

Dear Mr. Owosela,

Goldenstar Education Center's CNA Training Program's last renewal for Board approval was in August of 2013. The program was scheduled to renew on August of 2015. Pursuant to COMAR 10.39.02.03(D); *The Board shall review training programs for renewal every 2 years.* Goldenstar Education Center (Goldenstar) submitted the renewal in April of 2016. A site visit was performed in July 2016 which revealed a non-compliance issue in that the student files did not contain transcripts or attendance records. Which would have demonstrated the CNA candidates received training. In accordance with the Maryland Board of Nursing (MBON) site visit a visit from Maryland Higher Education Commission (MHEC) revealed several non-compliance issues in regard to students' records.

A letter of notification was mailed from the MBON to Goldenstar on September 26, 2016 in which Goldenstar was given 120 days to correct the student files to demonstrate compliance for COMAR 10.39.02.08, A-D. The letter notified Goldenstar that if the non-compliance had not been corrected by this time the program would be held in a non-renewed status and thereby would lose its approval with the MBON. **Therefore, Goldenstar's CNA candidates would not be able to become certified with the MBON.**

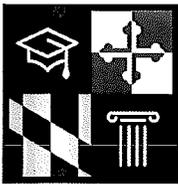
On two occasions the MBON has attempted to visit Goldenstar Education Center accompanied by the MHEC representative to review your student files. The dates were January 6 and February 3 of 2017. On both occasions Goldenstar cancelled the review and has not contacted MHEC or MBON to set up another review.

This letter is to remind Goldenstar it is imperative Goldenstar allow the review to occur or your approval with the MBON will be in non-renewed status. Be aware that the non-renewed status will be presented at the next Board meeting at the end of March.

Upon receipt of this notification, it is required that you contact me at jill.callan@maryland.gov to verify your intentions. No reply will be seen as your desire to place Goldenstar Education Center's approval in a non-renewed status with the Maryland Board of Nursing. You would no longer have Board approval for your program.

Sincerely,

Jill Callan, BSN, RN
Nurse Program Consultant, MBON



MHEC

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Secretary

April 3, 2017

Julius Owosela
Owner/Director
Goldenstar Education Center, Inc.
6201 Riverdale Road, Suite 205
Riverdale, Maryland 20737

RE: Notice of Deficiencies

Dear Mr. Owosela:

You are hereby notified that the operation of Goldenstar Education Center, Inc. (the "School") is not in compliance with the requirements for private career schools found in the Annotated Code of Maryland, Education Article § 11-101 et seq. and in the Code of Maryland Regulations (COMAR) 13B.01.01 et seq. The School is in violation of the sections of COMAR listed below and described more fully in the enclosed Notice of Deficiencies.

The sections of the Code of Maryland Regulations (COMAR) that have been violated are:

13B.01.01.07.E.(1)
13B.01.01.07.G
13B.01.01.11.A.(1-2)
13B.01.01.11.A.(3-6)
13B.01.01.11.B-E, G
13B.01.01.04.B.(8)

Based on information obtained by the Commission through the evaluation of student records performed by Commission staff on two separate occasions, the School is inadequately monitoring attendance, insufficiently maintaining adequate student records; including unsigned, or entirely omitted Enrollment Agreements, incomplete account ledger cards, transcripts and progress reports, and records of daily attendance. In addition, the School has failed to employ administrative staff of sufficient size, organization, and quality to perform the duties and responsibilities required of the school. These deficiencies all constitute violations of the Code of Maryland Regulations, Minimum Requirements for Private Career Schools.

On July 27, 2016, the School was issued a letter summarizing deficiencies discovered by MHEC staff while conducting an on-site visit. The school was initially given 120 days to rectify the deficiencies. Due to scheduling conflicts with the School's Director, the School was allowed a total of approximately 9 months to address the deficiencies described in the letter dated July 27, 2016, a copy of which was provided digitally as well as via postal mail.

On March 29, 2017, Commission staff performed a follow-up visit to confirm that the School had addressed the deficiencies. Commission staff found that all of the deficiencies persisted and Commission staff found no evidence that the School had taken corrective actions. Pursuant to Section 11-204 of Title 11 of the Education Article of the Annotated Code of Maryland, the School is hereby ordered to cease enrollment of new students.

The School is assessed fines totaling \$35,000.00 based on the violations described in the Notice of Deficiencies. In imposing the fines, the following factors have been considered: the seriousness of the deficiency; the harm caused by the deficiency; including but not limited to, the number of individuals affected and the degree to which they have been harmed; the good faith of the institution and any corrective actions taken; any history of previous violations by the School of statutes, regulations or orders administered, adopted or issued by the Commission; and other pertinent circumstances.

Under COMAR 13B.01.01.20G(1)(c), you have the right to request a hearing to contest the Notice of Deficiencies. If you wish to request a hearing, in accordance with COMAR 13B.01.01.20G(1)(c) and 13B.04.01.04, the request must be submitted in writing and filed within twenty (20) days of receipt of this Notice. You may file the notice of appeal in care of Christine Wellons, Assistant Attorney General, either by mail to this office, or electronically to Christine.wellons@maryland.gov. The request must include your name, address and telephone number, and the name, address and telephone number of your authorized representative (who must be an attorney licensed to practice law in Maryland); the action being appealed; a brief statement of the basis for the request of appeal, and any other information required by law. Upon receipt of a timely and complete request for a hearing, under Education Article 11-204(b)(2), the Commission is authorized to hold a hearing, which shall be conducted in accordance with the Administrative Procedure Act, State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland and COMAR 13B.04.01.

If no written request is received by the Commission from you within the 20-day period, the recommendations contained in the Notice of Deficiencies will become final and binding on all parties. The fines imposed must be paid and the deficiencies cited must be corrected in the time and manner set forth in the Notice of Deficiencies.

In accordance with Section 11-204 of Title 11 of the Education Article of the Annotated Code of Maryland, the School may be assessed additional fines if it fails to address the deficiencies by taking the required actions identified in the enclosed Notice of Deficiencies within the time periods specified. **In addition, if the School fails to fully comply by addressing the cited deficiencies and paying the fines, the Commission will (subject to any appeal of the Notice of Deficiencies) act to revoke your authority to operate Goldenstar Education Center, Inc. located at 6201 Riverdale Road, Suite 205, Riverdale, Maryland 20737.**

Please note that if you do not agree to cease enrollment of new students effective immediately, the Commission reserves the right to seek an injunction to protect the public under §§ 11-204 and 11-107 of the Education Article. In addition, should the Commission learn that an agency that exercises concurrent authority over the School has revoked any required approvals,

the Commission reserves the right to summarily revoke the School's certificate of approval pursuant to § 11-205 of the Education Article. **Please contact Commission staff immediately to confirm your agreement not to enroll any new students pending resolution of the Notice of Deficiencies. Otherwise, the Commission may need to seek injunctive relief.**

Commission staff will be available to meet with you to discuss the enclosed Notice of Deficiencies. If you have any questions or would like to schedule a meeting, please contact Alan Gallegos, Associate Director, Career and Workforce Education, at Alan.Gallegos@maryland.gov or 410-767-6296.

Sincerely,



James D. Fielder Jr., Ph.D.
Secretary

AC/AGG/rb

Enclosure: July 27, 2016 School Visit Summary
Notice of Deficiencies

cc: Emily A. A. Dow, Ph.D. Assistant Secretary, Academic Affairs, MHEC
Angela Carroll, Education Analyst, Career & Workforce Education, MHEC
Jill Callan, Nurse Program Consultant, Maryland Board of Nursing, DHMH
Alan Gallegos, Associate Director, Career & Workforce Education, MHEC
Michael J. Kiphart, Ph.D., Director of Academic Affairs, MHEC
Christine Wellons, Esq., Assistant Attorney General, OAG

NOTICE OF DEFICIENCIES
GOLDENSTAR EDUCATION CENTER, INC.

This Notice of Deficiencies identifies the areas in which Goldenstar Education Center, Inc., Julius Owosela, (the "School") violated the minimum requirements for private career schools contained in Chapter 13B.01.01.01 of the Code of Maryland Regulations (COMAR). *The violations identified in this Notice include, without limitation, the School's pervasive failure to maintain adequate student records and its demonstrative lack of administrative capability.* This Notice includes the following sections:

- A. An overview of the deficiencies;
- B. Citation of the sections of COMAR violated;
- C. A description of the findings;
- D. Minimum remedies required to correct the deficiencies;
- E. Fines assessed for the violations; and
- F. Sanctions

STUDENT RECORDS

A. Overview of the Deficiencies

In violation of Maryland regulations and approved and published school policies, Goldenstar Education Center, Inc. (the "School") has failed to maintain adequate and accurate student records. The School has consistently failed to: (1) adhere to its approved and published policies for the monitoring of academic progress and attendance, including failures to impose and monitor attendance probation; (2) accurately calculate total accumulated hours (attended), the total possible hours (scheduled) and the average attendance rate; (3) enforce the graduation requirement that a student maintain a minimum attendance rate of 80%; (4) maintain accurate and complete permanent student transcripts; (5) maintain accurate and complete student account ledgers; (6) accurately complete and maintain signed enrollment agreements; and (7) demonstrate sustained administrative capability.

B. Sections of the Code of Maryland Regulations (COMAR) Violated

Section 13B.01.01.07.E (1) of the Code of Maryland Regulations states:

To assure proper supervision, a full-time responsible administrative employee or officer of the school, who is the director or the director's designee, shall be present when the school is in operation. The director and any designee shall be under the direct supervision and control of the school's owner. The extent of the authority and

responsibilities of the director shall be clearly stated in the application for approval. Lack of sufficient authority for effective management on the part of the director is considered sufficient reason for denying an application for approval or for revoking a certificate of approval.

Section 13B.01.01.07G of the Code of Maryland Regulations states:

The director of a school proposed for approval shall demonstrate administrative capability before a certificate of approval is issued.

Section 13B.01.01.11A of the Code of Maryland Regulations states:

The school shall maintain adequate permanent student records which include:

- (1) Evidence of compliance with the school's admissions requirements;**
- (2) Credit granted for previous experience or training;**
- (3) Dates of admission, start dates, and withdrawal or completion dates;**
- (4) Reasons for withdrawals when known;**
- (5) Daily attendance;**
- (6) Student transcripts indicating achievements; and**
- (7) Tuition and financial aid records, when applicable.**

Section 13B.01.01.11B-D, G(2) of the Code of Maryland Regulations states:

A school shall maintain all records of a student for at least 5 years after a student either terminates training or graduates. After that, a school is only required to maintain the student records identified in §A of this regulation in a form and manner approved by the Secretary.

A school shall document in each student's individual file all changes to a student's status at the time the changes occur. Changes to a student's status include, but are not limited to, initial enrollment, award of previous credit, changes in schedule, changes in enrollment, leave of absence, probation, counseling, withdrawal, termination, graduation, or completion but ineligible for graduation.

A school shall maintain accurate and complete records of a student's academic achievement and daily attendance. On a regular basis, which is at least every grading period, the school shall record this information on an approved permanent record form which is maintained in the student's individual file.

For a student who has left the school, it shall be clearly stated in the student's record whether the student has successfully completed a program, has withdrawn, or has been terminated by the school, and the date of the action.

Section 13B.01.01.11E of the Code of Maryland Regulations states:

A school shall maintain an accurate, complete, and current record of a student's financial account in a form and manner approved by the Secretary.

Section 13B.01.01.04.B (8) of the Code of Maryland Regulations states:

The approval of a school is limited to the location and programs for which application has been made and approval granted. Application shall be made to the Secretary for additional locations as well as changes in locations and programs as provided by these regulations.

C. Findings

On July 27, 2016, the School was issued a letter summarizing deficiencies discovered by MHEC staff while conducting an on-site visit. The school was initially given 120 days to rectify the deficiencies. Due to scheduling conflicts with the School's Director, the School was allowed a total of approximately 9 months to address the deficiencies described in the letter dated July 27, 2016, a copy of which was provided digitally as well as via postal mail.

On March 29, 2017, Commission staff performed a follow-up visit to confirm that the School had addressed the deficiencies. Instead, Commission staff found that all of the deficiencies persisted, and Commission staff found no evidence that the School had taken corrective actions.

1. Findings for Deficiencies Related to Student Records

Vocational training involves the progressive development of certain skills sets. To ensure the development of these skills sets, the school administration is responsible for monitoring daily attendance, progress reports, date enrolled and last date of attendance, account ledgers, and signed enrollment agreements. To provide meaningful monitoring, the school administration is to comply with its approved policies. A review of records for the Certified Nursing students attending from 2013 – 2016 revealed consistent deficiencies in record keeping; no inclusion of signed Enrollment agreement, no tracking of student progress or learned skills, incomplete transcripts, incomplete account ledgers, no tracking of student attendance.

In order to more clearly understand the problems with the School's records, a detailed analysis of one student's records is useful. This example stems from information garnered at the March 29 School visit, not the initial visit performed in July. A certified nursing assistant student enrolled in the 110 clock hour program. Though the student's transcript notes that the student completed the program, the start date, last date of attendance and skills learned were not recorded on the form. Neither the attendance records, nor the enrollment agreement were included with the student records. Therefore, staff were unable to determine that the student successfully accomplished an 80% attendance rate or 80% academic standing before graduating from the program. The account ledger was similarly sparse. While the account ledger showed that tuition had been paid in full, it failed to detail payment methods or dates when the balance was paid in full.

Furthermore, when staff requested records for the last group of enrollments from January 2017, the Director disclosed that the records were unavailable for review because they were offsite in the handbag of his administrative assistant.

The unkempt, incomplete and inaccessible condition of the student records is concerning for myriad reasons, including conflict with COMAR 13B.01.01.11. Staff are deeply concerned by the potential loss or corruption of sensitive student information, which includes social security numbers, home addresses, financial data, and medical records.

In conclusion, the overall student records of the School were so inaccurate that the Commission has no way of ensuring that hours for graduation and licensure were properly tabulated.

ORGANIZATION AND ADMINISTRATION

A. Overview of the Deficiencies

As the preceding citations illustrate, Goldenstar Education Center, Inc. has demonstrated a lack of administrative capability. The failure to maintain student records accurately and completely, to monitor attendance adequately, to implement published

attendance and academic policies, to prepare accurate and complete enrollment contracts, and to use consistently the last date of attendance to calculate the cost of attendance reflect an absence of administrative oversight.

B. Sections of the Code of Maryland Regulations (COMAR) Violated

Section 13B.01.01.07G of the Code of Maryland Regulations states:

The owners or directors, or both, of a school proposed for approval shall demonstrate administrative capability before a certificate of approval is issued.

C. Findings

As described above, the review of student records revealed and the on-site confirmed an extensive list of issues. The common thread to the non-compliant areas is administrative capability. It requires administrative capability to:

1. Maintain student records in an accurate and timely manner;
2. Record accurately students' attendance;
4. Calculate accurately students' monthly and overall academic performance rates;
5. Document accurately account ledgers, transcripts, and signed enrollment agreements; and
6. Confirm that students have met the requirements to be graduated.

D. Minimum Required Remedies

In accordance with Maryland regulations and the School's approved policies and procedures, the School shall perform the following actions:

1. Pursuant to Section 11-204 of Title 11 of the Education Article of the Annotated Code of Maryland, the School is hereby ordered to cease enrollment of new students, pending final resolution of this Notice of Deficiencies.
2. The School shall demonstrate to the Commission compliance with COMAR provisions governing the creation and maintenance of student records.
3. The School shall pay the fines assessed by this Notice of Deficiencies.

E. Fines

Within thirty (30) days of receipt of this Notice of Deficiencies, the School shall pay the following fine. The fine shall be made payable to the “Guaranty Student Tuition Fund.”

The School is assessed a fine of \$25,000.00 for failure to enforce its written policies for attendance and academic progress, to maintain accurate and complete student records, to document and maintain signed enrollment agreements, and to consistently track the enrollment date and last date of attendance for calculating the cost of attendance and therefore determining any refunds due in violation of Sections 13B.01.01.07.E(1), 13B.01.01.07.G., 13B.01.01.11.A (1-6), 13B.01.01.11.B-E, G, 13B.01.01.04.B(8).

F. Sanctions

If the School fails to accomplish the minimum required remedy and pay the fine within the time specified in this Notice of Deficiencies, additional fines may be levied and the School’s Certificate of Approval to operate will be subject to revocation by the Secretary of Higher Education.

Given the serious violations of student records requirements, the Secretary intends to revoke the School’s Certificate of Approval if the School fails to accomplish the required remedies within the specified time period. The revocation will occur without further ability of the School to contest the revocation. Therefore, if the School wishes to contest any of the Sanctions – including the potential revocation of the Certificate of Approval – it must follow the appeal procedures below.

F. Right to Appeal this Notice

Under COMAR 13B.01.01.20G(1)(c), you have the right to request a hearing to contest the Notice of Deficiencies. If you wish to request a hearing, in accord with COMAR 13B.01.01.20G(1)(c) and 13B.04.01.04, the request must be submitted in writing and filed within twenty (20) days of receipt of this Notice. The request must include your name, address and telephone number, and the name, address and telephone number of your authorized representative (who must be an attorney licensed to practice law in Maryland); the action being appealed; and a brief statement of the basis for the request of appeal. The request must be delivered to Christine Wellons, Assistant Attorney General, at 6 North Liberty Street, 10th Floor, Baltimore, Maryland 21202, or christine.wellons@maryland.gov. Upon receipt of a timely and complete request for a hearing, under Education Article 11-204(b)(2), the Commission is authorized to hold a hearing, which shall be conducted in accordance with the Administrative Procedure Act, State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland and COMAR 13B.04.01.

If no written request for a hearing is received by the Commission from you within the 20-day period, the recommendations contained in the Notice of Deficiencies will become final and binding on the School. The fines imposed must be paid and the deficiencies cited must be corrected within thirty (30) days of receipt of this Notice of Deficiencies. In addition, enrollment of students must cease immediately. If the fines are not paid or the deficiencies are not cured within the 30-day time period, the School's Certificate of Approval is subject to immediate revocation. If enrollment is not ceased immediately (pending final resolution of this Notice of Deficiencies), then the Commission reserves the right to seek a judicial injunction. Furthermore, the Commission reserves the right to summarily order revocation of the Certificate of Approval under § 11-205 of the Education Article.

ISSUED ON __ By: **The Maryland Higher Education Commission**


James D. Fielder, Jr., Ph.D.
Secretary of Higher Education



MEMORANDUM

6B

FROM: Cheyenne Redd, MSN, RN
Director of Licensure & Certification
Maryland Board of Nursing

TO: The Board

DATE: April 26, 2017

IN RE: Request to Approve Amend Nurse Refresher Course-Hagerstown
Community College

Hagerstown Community College is requesting the approval to amend a portion of the Nurse (RN and LPN) Refresher course. They would like to remove the Learning Portfolio and replace it with the Moodle discussion questions; replace the “Community Nursing” content with “Culturally Competent Care”; add Palliative Care content; and update the textbook.

The Learning Portfolio was a tool implemented by the previous program manager and no longer supports the educational needs of the students. Moodle is an online course management program that allows instructors to interact with students and one another. The Moodle discussion questions allow for student engagement with the instructor. The instructor can assess the student’s engagement as well as their comprehension of course content.

Community Nursing content was also implemented by the previous program manager. The approved textbook offers little information regarding Community Nursing. Cultural competence is extremely important for caregivers. Chapter two of the student text will directly address this need, in addition to over sixty other references throughout the textbook.

The addition of Palliative Care would not only strengthen the students holistically; but, would also increase student interest in pursuing a potential career in this specialty. Chapter ten of the approved textbook addresses the topic of Palliative Care. In the near future, Hagerstown would like to add a designated hospice facility for an additional clinical experience.

Currently, this course requires the use of “Medical Surgical Nursing: Assessment and Management of Clinical Problems” 9th edition, Lewis (Elsevier) as their textbook. The tenth edition was just published and Hagerstown would like to update the text.



8. a.

MEMORANDUM

FROM: Shirley A. Devaris, RN, JD
 Director of Legislation
 TO: The Board
 DATE: April 26, 2017
 IN RE: Legislative Summary

Introduced: Senate – 1200 Bills and 8 Resolutions
 House – 1,661 Bills, 11 Resolutions, and 1 House Sanction

Bills that effect BON or nursing practice

Bill Number	Title	Summary	Status
HB 180	Department of Health and Mental Hygiene - Renaming	Renames DHMH to the Department of health	Passed Effective date:7/01/2017
HB 518	Public Health –Prenatal HIV testing	Requires a health care provider who provides prenatal care to test for HIV in the first and third trimester of the pregnancy if the mother consents, includes provisions for counseling, treatment, and reporting.	Passed Effective date: 10/1/2017
HB 661	Public Health – Suspected Overdoses – Reporting Requirement	Bill required anyone who is treating a suspected overdose to report the case to the local law enforcement or county office.	Failed
HB 668	Health Occupations Boards - Regulations and Policy Interpretations - Notice and Public Meeting Requirements	Required Health Occupation Boards to send proposed regulations via e-mail or US mail to every licensee and certificate holder before they are sent to AELR, provided a 30-day comment period, and required a	Hearing 2/22 – Bill failed

		stakeholder meeting 30 days after the proposed regulations are sent to all licensees and certificate holders.	
HB 1432	Health Care Providers - Prescription Opioids - Limits on Prescribing (The Prescriber Limits Act of 2017)	Requires prescribing the least amount possible using evidence based clinical guidelines for prescribing CDS and exempts certain conditions such as chronic pain, terminal illnesses, etc.	Passed Emergency bill: becomes effective when signed.
HB 1468	Medical Records – Disclosure of [Insurance] Directory Information and Medical Records	Removes the prohibition on disclosing mental health records and provides rules for notification of the patient, a chance for the patient to opt out of disclosure, and rules in general for directory disclosure.	Passed Effective date: 10/1/2017 (when signed)
HB 1471	Business Occupations and Professions and Health Occupations – Regulation of Occupational Boards	Established Office of Supervision of Occupational Boards. Provided complete oversight of everything a Health Occupation Board does with stated intent to avoid anti-competitive practice, impairment of small business, etc. Will allow a legislator to ask for a review of any order.	Unfavorable and withdrawn
HB 1474	Office of Health Occupations	Establishes Office of Health Occupations under a Director. Almost identical to last year’s bill, SB 1083.	Heard 3/8- Bill failed
SB 41	Nurse licensure Compact - Revised	Revises existing Multistate Nurse Licensure Compact. No opposition. Supported by the Governor who asked that it be a Departmental bill.	Passed Effective date : 7/1/2017 (when signed) Compact effective when 26 states join or December 31, 2018
SB 110	Expedited Partner Therapy – Trichomoniasis and Pharmacies Dispensing	Adds Trichomoniasis to the list of STDs that can be treated under the Expedited Partner Therapy Program.	Passed Effective date: 10/1/2017 (when signed)

Bill Number	Title	Summary	Status
SB363/HB613	Pharmacists- Contraceptives – Prescribing and Dispensing	Allows pharmacists, after a patient completes a self-assessment form, to d prescribe and dispense contraceptives over the counter.	Both passed Effective date: 7/1/2017 (when signed)
SB 385/HB 482	Maryland Nurse Practice Act - revised	Makes clarifying and conforming changes as proposed by the Board and Board counsel.	Both bills passed with conforming amendments Effective date: 10/1/2017 (when signed)
SB415/HB631	Public Health - Essential Off-Patent or Generic Drugs - Price Gouging – Prohibition	Allows the Attorney General to take legal action for certain actions that could be considered as price gauging.	Passed Effective date: 10/1/2017 (when signed)
SB 434/HB 683	Income Tax - Credit for Nurse Practitioner or Licensed Physician in Preceptorship Program - Alterations	Corrects oversights in last year’s legislation that created the tax waiver. Lowers the required hours of precepting to at least 100 hours or more per rotation and clarifies that only one \$15.00 shall be charged at the time of renewal to fund the program.	Emergency bills Effective date is date of signing by the Governor Signed 4/19/2017
9/2017	Health Occupation Boards – Racial and Ethnic Health Disparities	Requires each Board to report next year on its efforts to reduce and eliminate racial and ethnic health disparities, improve health literacy, improve cultural and linguistic competency, and achieving a goal of racial and ethnic equity.	Passed Effective date: 6/1/ 2017 (when signed)

Bill Number	Title	Summary	Status
SB 517/HB 628	Secretaries of Principal Departments – Supervision and Review of Decisions and Actions by Units within Departments	Bill was result of last summer’s work group to try to find a solution for oversight that meets the test of NC Dental case. Provides for limited review by Office of Administrative Hearings with authority to overturn a decision or remand to Board. Amendments offered by Board of Physicians meet most of BON concerns.	Both passed. Effective date: 6/1/2017 (when signed)
SB967/HB1329	Heroin and Opioid Prevention Effort (HOPE) and Treatment Act of 2017	Provides a comprehensive plan for dealing with the overdose crisis, including the establishment of a crisis center and adding others in the future. Enables anyone with a prescription to obtain Naloxone and adds all overdoses to the study groups already studying overdose deaths.	Signed – 4/11/2017 (when signed)
SB1106/HB352	Health Care Practitioners – Use of Teletherapy	Establishes rules for teletherapy. Need a patient-practitioner relationship, privacy of communications, consideration of safety and well-being of the patient. To the extent practicable, each health occupations Board shall adopt regulations that are uniform and nonclinical.	Both bills passed Effective date: 10/1/2017 (when signed)
SB1174/HB1632	Public Health – Certificates of Birth – Birth Outside an Institution	Bill was introduced when Department of vital Records would no longer let licensed professionals file their own birth certificates for a home birth and instead had to go to a local health department.	Both Passed. Emergency bill. Signed by the Governor on 4/4/2017. Effective date: 4/4/2017



8. b.

MEMORANDUM

FROM: Shirley A. Devaris, RN, JD
Director of Legislation
TO: The Board
DATE: April 26, 2017
IN RE: Senate Bill 385/House Bill 482 – Nurse Practice Act (NPA) - Revisions

Both Bills passed. There was one technical amendment to change the name of the Maryland Coalition for Nurse Practitioners to the Maryland Academy for Advanced Practice Clinicians.

The second amendment changed the composition of the Board by adding one more member who can be either a Licensed Practical Nurse (LPN), Registered Nurses (RN), or and Advanced Practice Registered Nurse (APRN).

Subtitle 1. Definitions and General Provisions.

- Clarified that there are 4 areas of APRN certified by the Board
- Clarified that an APRN with a multistate licensure privilege is included in the definition of “Advanced Practice Registered Nurse”
- Added APRNs applying for certification or renewal of their certification to the definition of “Applicant”
- Added a RN, LPN, or APRN with a multistate licensure privilege to the definition of “Licensee”
- Added “Practice Advanced Practice Registered Nursing” to the definitions

Subtitle 2. State Board of Nursing.

- Changes Board membership to a total of 14 members: 9 – RNs, 2 – LPNs, 2 - consumer members, and 1 – Licensed nurse who is either a LPN, RN, or APRN.
- Board elections will take place every two years in June.
- Authorizes a special election if the Board Chair becomes vacant before the end of a term.
- Requires that the President of the Board shall be a RN.
- Provides that a quorum will be a simple majority of the appointed members.

- Authorizes the Board to employ a Deputy Director and that the Deputy Director authorizes the Deputy Director to assume the duties of the Executive Director in the Absence of the Executive Director.
- Adds Advanced Practice Registered Nurses, Electrologists, and Direct-entry Midwives under the Board’s authority to regulate.
- Authorizes the Board to appoint “Ad hoc” committees.
- Authorizes the Board to delegate to the Executive Director those duties deemed appropriate and necessary.
- Renames the Rehabilitation Committee to be the Safe Practice Committee.
- Added clarifying and current terminology to the provisions for the Safe Practice Committee.
- Requires an annual report from the Safe Practice Committee.

Subtitle 3. Licensing.

- Revises §8-302 for clarification. The new section has been divided into two sub-sections: one for licensure and one for advanced practice.
- Clarifies that a license can be renewed if the applicant for renewal submits written proof that the required background check has been done.
- Repeals references to a temporary practice letter for a certified registered nurse practitioner or a certified nurse midwife.

Subtitle 4. Approved Nursing Education Programs.

- Repeals obsolete language and authorizes the Board to determine the annual passing rate for nurse licensure exam.

Subtitle 5. Miscellaneous Provisions.

- Adds “Advanced Practice Registered Nurse” wherever appropriate.
- Substitutes “substance abuse” wherever appropriate.

Subtitle 6. Special Nurse Midwife Provisions.

- Repeals the requirement that a controlled substance formulary for midwives be determined by the Board in consultation with the Board of Physicians and the Board of Physicians.

Subtitle 6-A. Certification of Nursing Assistants and Medication Technicians.

- Clarifies that a renewal applicant cannot renew without written proof that a required background check has been done.
- Substitutes “substance abuse” wherever appropriate.

- Authorizes compensation and travel expenses for members of the Certified Nursing Assistant Advisory Committee in accordance with any budget constraints.

Subtitle 6-B. Electrologists.

- Requires an applicant for an electrology license to take a Board approved written exam.
- Recognizes a national written exam for electrologists.
- Authorizes a Board designee to administer the clinical exam.
- Clarifies that a renewal applicant cannot renew without written proof that a required background check has been done.
- Repeals the disciplinary ground for failing to display the universal precaution poster that is no longer in use.
- Repeals the requirement that

Subtitle 7. Prohibited Acts: Penalties.

- Adds Advanced Practice Registered Nursing to the list of titles that cannot be used without authority to do so.
- Adds title protection for all advanced practice registered nurses.



8. c.

MEMORANDUM

FROM: Shirley A. Devaris, RN, JD
Director of Legislation
TO: The Board
DATE: April 26, 2017
IN RE: Senate Bill 503 – Health Occupation Boards – Racial and Health Disparities

Background: In 2015 Senate Bill 198 (Senator Shirley Nathan-Pulliam) and House Bill 580 (Delegate Jocelyn Pena-Melnyk) – Health Disparities – Cultural and Linguistic Competency, and Health Literacy passed. The bills added a new Subtitle 8 under Section 1 of the Health Occupation Article entitled, “Continuing Education in Health Care Disparities, Cultural and Linguistic Competency, and Health Literacy”.

The Office of Minority Health was to provide each Board with a list of recommended courses in cultural and linguistic competency, health disparities, and health literacy. Each Board was to post the list on the Board’s web site and provide information about the recommended courses to the health care professionals at the time of renewal who were included in the bill and generally let the licensees know about the availability of the courses.

The Office of Health Care Disparities never supplied the list of available courses to any of the Health Occupation Boards.

2017 Legislation: Senator Nathan Pulliam introduced Senate bill 503 this year that requires all health occupation licensing boards to submit a report by January 1, 2018 on what the Boards have done to reduce and eliminate racial and ethnic disparities, improve health literacy, improve cultural and linguistic competency, and achieve the goal of racial and ethnic equity.

BON response to 2015 legislation: Prior to that we already provided a free course on our web site entitled: Culturally Competent Nursing Care. Since 2015 we have provided a translation service on our web site. The most recent version translates for many languages, not just Spanish.

Cultural competency, and racial and ethnic equity are not a required component of any Board approved core curriculum.

J.C.

SENATE BILL 503

J1, J2

7lr2874

By: **Senator Nathan-Pulliam**

Introduced and read first time: February 1, 2017

Assigned to: Education, Health, and Environmental Affairs

Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: February 28, 2017

CHAPTER _____

1 AN ACT concerning

2 **Health Occupations Boards – Racial and Ethnic Health Disparities –**
3 **~~Information Campaigns – Reporting~~**

4 FOR the purpose of requiring each health occupations board established under the Health
5 Occupations Article to report an update on the status of certain information
6 campaigns designed to educate certain individuals regarding racial and ethnic
7 health disparities to certain committees of the General Assembly on or before a
8 certain date; providing for the termination of this Act; and generally relating to racial
9 and ethnic health disparities.

10 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
11 That, on or before January 1, 2018, each health occupations board established under the
12 Health Occupations Article shall report, in accordance with § 2-1246 of the State
13 Government Article, to the Senate Education, Health, and Environmental Affairs
14 Committee and the House Government Operations Committee an update on the status of
15 information campaigns and other outreach efforts designed to educate individuals
16 regulated under the health occupations board regarding:

- 17 (1) reducing and eliminating racial and ethnic health disparities;
- 18 (2) improving health literacy;
- 19 (3) improving cultural and linguistic competency; and
- 20 (4) achieving the goal of racial and ethnic health equity.

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike-out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.



8.c.

SENATE BILL 503

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June
2 1, 2017. It shall remain effective for a period of 1 year and, at the end of May 31, 2018, with
3 no further action required by the General Assembly, this Act shall be abrogated and of no
4 further force and effect.

Approved:

Governor.

President of the Senate.

Speaker of the House of Delegates.



QUARTERLY REPORT

ELECTROLOGY PRACTICE COMMITTEE

9a1

APRIL 26, 2017

Staff Support: Ann E. Tyminski, Administrator
Sharon Allen, Administrative Specialist

The members of the Electrology Practice Committee are:

Debra A. Larson, LE, Committee Chair – Appointment expires June 2017

Margaret Carnathan, LE – Appointment expires June 2019

Michele Sperato, Consumer Member – Appointment expires June 2018

The Committee meets at the request of the Executive Director of the Board or as necessary to conduct Board business. For first quarter of 2017, the Committee met January 18, 2017 and April 5, 2017.

Currently there are 61 licensed electrologists in Maryland and 1 licensed electrology instructor. There are no electrology schools in Maryland.

Accomplishments First Quarter 2017

1. Committee completed updates to website that have been approved by MBON for posting on website, forwarded them to IT for posting. Awaiting finished product.
2. A revised renewal application has been received back from printer, ready for sending out with instructions in July for the October renewal.
3. One licensed Maryland electrologist has left the state to practice in New Jersey. At her request, license was verified to State of New Jersey.
4. The Electrology Practice Committee is in process of reviewing its regulations and preparing suggested revisions.
5. One new electrologist application received on March 7, 2017. This application is on hold pending review of curriculum of school from which she graduated. A letter has been sent to the school, Skin Care Center of Alexandria, VA, with a request that the form describing the

school, instructors and curriculum be completed and returned to the Board office for review by the Committee at its May meeting. Approval for this school had been given in April 2004. However, approval was predicated on a faxed list of courses which did not add up to the 600 hours as required in COMAR.

6. The Electrology Practice Committee has prepared several requests for the Board of Nursing approval at this meeting.



9a2

April 26, 2017

To: Members of the Board of Nursing
From: Ann E. Tyminski, Administrator
Electrology Practice Committee
Re: Reappointment of Debra A. Larson, LE

The Electrology Practice Committee (EPC) requests the BON to reappoint **Debra A. Larson, LE** as a member of the EPC for a 3-year term effective June 1, 2017. Further, the EPC requests the BON to approve Ms. Larson as **EPC Chair** effective June 1, 2017.

Thank you.

STATE OF MARYLAND



MARYLAND BOARD OF NURSING
4140 PATTERSON AVENUE
BALTIMORE, MARYLAND 21215-2254

(410) 585-1900 (410) 358-3530 FAX
(410) 585-1978 AUTOMATED VERIFICATION
1-888-202-9861 TOLL FREE

9a3

April 26, 2017

To: Members of the Board of Nursing
From: Ann E. Tyminski, Administrator
Electrology Practice Committee
Re: Request for Approval of Clinical Examination

At its meeting of April 5, 2017, the Electrology Practice Committee (EPC) learned it has no record of its **Clinical Examination** having been approved by the Board of Nursing. That Examination is attached.

The EPC requests BON approval of its Clinical Examination.

Thank you.

Attachment (1)

ELECTROLOGY PRACTICE COMMITTEE

Updated May 1, 2010

CLINICAL EXAMINATION

PLEASE PRINT

Applicant Name: _____ Exam Date: _____

Author's Initials: _____ Start Time: _____ End Time: _____ Total Time: _____

Examiner Score: _____ Examiner Name: _____

Monitor Score: _____ Monitor Name: _____

Combined Scores: _____ $\div 2 =$ Final Score: _____ PASS FAIL

INSTRUCTIONS FOR EXAMINER:

1. Introduce yourselves as representatives of the Board of Nursing - Electrology Practice Committee.
2. Ask the Applicant for a government-issued photo identification card. Show the Applicant to the exam room allowing adequate time for set up, approximately 15-minutes.
3. Prior to administering the Clinical Examination, the paragraph below shall be verbally communicated to the Applicant. This will explain the procedures to follow while sitting for this exam.
4. Section One - Observation of Applicant, this section has a total value of 75%.
5. Section Two - Questions for Applicant, this section has a total value of 25%.
6. Add the Examiner's and the Monitor's scores together, and then divide by two for the Final Score.
7. The minimum passing score is 75% up to a total of 100%.
8. Any questions the Applicant may have must be asked before the exam begins.

READ ONLY THE PARAGRAPH BELOW TO THE APPLICANT:

"The clinical examination will take approximately one hour to complete. After your equipment is set up the exam will begin. You will have the opportunity to demonstrate the clinical skills you have learned. We will begin Part One by observing you as you prepare your patient for treatment. You will reposition your patient when changing to the second treatment area. Part One will count as 75% of your score, so it is very important that you follow the state law from start to finish. Following the observations we will ask you to prepare your patient for departure. Once your patient leaves the room we will begin Part Two. You will be asked a series of questions where you will give a descriptive explanation. Part Two will count as 25% of your score. At the conclusion of the exam you will be asked to disassemble your equipment and pack your things; leaving the premises as clean as you found it. The results of your exam will be mailed to you within thirty (30) days. Do you have any questions?"

SECTION TWO - Questions for Applicant

	Maximum Value	<u>SCORE</u>
1. Explain in detail two topics discussed during consultations Example: modalities, hair growth, home-care, health history	(2)	_____
2. Explain in detail four contraindications when treating patients Example: skin infections, warts, moles, diabetes, herpes	(2)	_____
3. Explain two medical factors that influence hair growth Example: puberty, pregnancy, menopause, drug side-effects, PCOS	(2)	_____
4. Explain in detail the required hand-washing procedure Example: soap, warm water, mechanical action minimum 30 seconds	(2)	_____
5. Explain the procedure for sanitizing the treatment areas Example: 70% isopropyl alcohol, wet two minutes	(2)	_____
6. Explain in detail determining factors for choosing probe length/diameter Example: choose equal size probe to hair depth and diameter	(2)	_____
7. Explain in detail the epilator and the function of each dial/knob/button Example: timing, intensity, probe selector, auto/manual, on/off switch	(2)	_____
8. Explain the recommendations for home-care and follow-up schedule Example: witch hazel, aloe, A&D, keep clean, avoid ultra violet rays, density, size of area, growth rate, tolerance of skin/pain, cost	(2)	_____
9. Explain the procedures for cleaning instruments / environmental surfaces Example: soak in protein dissolving enzyme detergent, rinse, dry, prepare for sterilization; clean all areas with EPA approved disinfectant detergent	(2)	_____
10. Explain in detail the procedures for contaminated instrument disposal Example: impervious container, disinfect with 1:10 bleach solution, drain, seal container, follow state law for disposal requirements	(2)	_____
11. Explain in detail two methods for monitoring the sterilization equipment Example: monthly biological test, daily heat/chemical indicators	(2)	_____
12. Explain in detail two recommended methods of sterilization Example: dry heat - minimum 1-hour at 340F/170C or 2-hours at 320F/160C moist heat/autoclave - with 15psi at 250F/121C for a minimum of 15-minutes unpackaged, 30-minutes packaged	(2)	_____
<u>Final Question – Point Value (1)</u>		
13. Where would you find the CDC standards for infection control? Example: CDC website, OSHA, MOSH, AEA, State Associations	(1)	_____

PART TWO – SCORE _____

SECTION ONE - Observation of Applicant

Use the following chart to determine the point value for each item listed below. Please use a full number for each question. Half-credits are not allowed.

Point Values

- 5 - Excellent**
- 4 - Good**
- 3 - Marginal**
- 2 - Poor**
- 1 - Unacceptable**

CIRCLE SCORE

1. Appearance – Applicant dressed professionally (clean lab coat/uniform/gloves)	1	2	3	4	5
2. Health History Assessment – Examiner/Monitor review for completeness	1	2	3	4	5
3. Demonstrated appropriate draping of patient	1	2	3	4	5
4. Demonstrated proper procedures prior to/during/after treatment (hand washing)	1	2	3	4	5
5. Showed appropriate self-positioning for all treatment areas	1	2	3	4	5
6. Showed appropriate positioning of patient for all treatment areas	1	2	3	4	5
7. Showed appropriate manipulation/position of probe holder/forceps	1	2	3	4	5
8. Used appropriate size probe for hairs in each treated area	1	2	3	4	5
9. Showed appropriate depth and angle of insertion for hairs treated	1	2	3	4	5
10. Demonstrated ease of insertions, no dimpling of skin, no over stretching	1	2	3	4	5
11. Made appropriate adjustment of timing and intensity for each treated area	1	2	3	4	5
12. Demonstrated permanent hair removal without tweezing	1	2	3	4	5
13. Reaction of skin during treatment, no blanching/hemorrhage/excessive edema	1	2	3	4	5
14. Demonstrated appropriate after-care for areas treated	1	2	3	4	5
15. Demonstrated providing home-care instructions to patient	1	2	3	4	5

PART ONE – SCORE _____

<u>Treatment Area</u>	<u>Probe Size</u>	<u>Modality</u>	<u>Timing</u>	<u>Intensity</u>
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____



9a4

April 26, 2017

To: Members of Board of Nursing
From: Electrology Practice Committee
Ann E. Tyminski, Administrator
Re: Electrology Institution Recognition Application

At its April 5, 2017 meeting, the Electrology Practice Committee was made aware that its **Electrology Institution Recognition Application** form had not been pre-approved by the Board of Nursing. This application form is important to the process of approving electrology schools. There is currently no electrology school in Maryland. The Committee is sending this form to an electrology school in Virginia (Skin Care Institute) for the purpose of better evaluating this school's current program. The Committee has received an application from a person who recently completed the Electrology program at Skin Care Institute. The application included a letter from the EPC to the director of the school dated April, 2004 notifying the school that the EPC had approved its program. The Skin Care Institute's submission for approval did not include the Electrology Institution Recognition Application, and the curriculum submitted in 2004 does not indicate the current requirement of 600 hours of instruction.

The electrologist application has been placed on hold pending receipt of information that complies with COMAR 10.53.06.01-08 Electrology Programs.

The EPC requests approval of the attached Electrology Institution Recognition Application. Thank you for your consideration.

attachment

ELECTROLOGY PRACTICE COMMITTEE

Updated May 1, 2010

ELECTROLOGY INSTITUTION RECOGNITION APPLICATION

School License Number: _____ Application Date: _____

Name of School/Institution: _____

School Director's Last Name: _____ First _____ MI _____

School Address: _____

City: _____ State: _____ Zip Code: _____

School Mailing Address (if different): _____

School Phone: _____ Director's Phone/Cell: _____

This school is Recognized/Approved/Accredited by (include dates): _____

Insurance Policy Information: _____

I/we hereby submit this application to the Maryland Board of Nursing – Electrology Practice Committee for recognition as being an “Electrology School” and offering an “Electrology Program” that is substantially equivalent to Maryland Standards. It is understood that, upon the Board’s approval of the electrology program, the school may advertise, “The [school] is recognized by the State of Maryland.” I/we affirm under penalty of perjury that the information contained herein is true to the best of my knowledge, information and belief. I/we understand that the school will be disqualified immediately upon verification that the school is no longer in compliance with the rules and regulations of their own State law. I/we further agree to update the program to remain in good standing with the rules and regulations of Maryland. (Health Occ. §8-6B-01 *et. seq.* and COMAR 10.53.01 *et. seq.*) If the school desires to relinquish recognition in the State of Maryland, the school is required to make that request in writing.

Director Signature

Date

Assistant Director Signature

Date

School Owner Signature

Date

Board Use Only:

Date Application Received: _____

Date reviewed by the Board: _____

Date of Board's final decision: _____

Circle: **APPROVED**

NOT RECOGNIZED AS EQUIVALENT TO MD

SUBMIT THE FOLLOWING INFORMATION

CURRICULUM

1. Enclose one copy of the School Catalog.
2. Enclose one copy of the Electrology Course Curriculum.
3. Enclose one copy of the Student Contract.
4. Enclose one copy of the Student Evaluation.
5. Attach the list of library holdings.

List all textbooks used in the School's Electrology Program.

Textbook Title

Author's Name

1. _____
2. _____
3. _____
4. _____
5. _____

List all reference books used in the School's Electrology Program.

Reference Book Title

Author's Name

1. _____
2. _____
3. _____
4. _____
5. _____

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QUARTERLY REPORT TO BOARD OF NURSING
DIRECT-ENTRY MIDWIFERY ADVISORY COMMITTEE
April 26, 2017

Staff Support: Ann E. Tyminski, Administrator
Sharon Allen, Administrative Specialist

The members of the Direct-Entry Midwifery Advisory Committee are:

Alexa R. Richardson, LDEM, Chair Term Expires December, 2018
Jan Kriebs, CNM, MSN, FACNM Term Expires December 2018
Harold Fox, MD (Representing MHA) Term Expires December 2017
Elizabeth Reiner, LDEM Term Expires December 2017
Kai Parker, ND, CPM Term Expires December 2017
Julia Perkins, RN, CRM **Term Expired December 2016***
Jessica Watkins, Consumer Member Term Expires January 31, 2021

*Julia Perkins' term expired December 31, 2016. This expiration date was inadvertently overlooked by staff and the Committee. In an e-mail received April 10, 2017, Ms. Perkins indicated she would like to remain as a Committee member for another term.

Meetings

The Committee meets monthly. In the first quarter of 2017 the Committee held meetings in January, February and March.

Status of Work Accomplished

The Committee received 8 applications for licensure in January 2017. Seven applicants were presented to the BON for approval as licensed Direct-Entry Midwives. One application is pending. It was referred for investigation as that application was accompanied by an Order from the Commonwealth of Virginia. The investigation is expected to be completed in April for presentation to the Direct-Entry Midwifery Committee at its May 12 meeting.

The DEMs portion of the BON website has been updated with the application and forms approved by the BON that are required of LDEMs in practice.

The DEMs Committee has commenced reviewing its statute and is making suggested changes for the 2018 session.

Problems/Concerns

License Expiration Date:

In February, shortly after the initial DEMs were licensed, staff noticed the expiration dates of the licenses were inaccurate in the licensure data base (MLO). The regulations for DEMs clearly state that all licenses expire on October 28 of odd-numbered years, making the expiration date for recently licensed DEMs October 28, 2017.

Sarah Pendley, AAG, Board Counsel, Shirley Devaris, Director of Legislation, Richard Proctor, Interim Director, and Keva Jackson-McCoy, Deputy Director were consulted. It was agreed by all that the expiration dates of the 7 new licensees would be October 28, 2017.

Mrs. Tyminski, Administrator for the DEMs Committee, took the matter to the DEMs Committee's March 10 meeting. Prior to the meeting, Mrs. Tyminski had made the Committee Chair aware of the situation. Mrs. Tyminski explained to the Committee that an initial application fee does not guarantee that the initial license will be good for two years. The regulations state that the renewed license will expire two years after the renewal and all licenses must be renewed by October 28. Newly licensed members of the Committee were extremely unhappy. Persons in the DEMs community who have not yet sought licensure had learned of the situation and have been very vocal in their displeasure. Many are refusing to seek licensure until after October 28, 2017 even though practice in Maryland is not appropriate without licensure.

On April 4 all 7 of the LDEMs were e-mailed a corrected new licensee letter that indicated the corrected date of license expiration as October 28, 2017.

Recording of Births Outside an Institution:

Last fall, Vital Statistics the process for issuing birth certificates for births taking place outside an institution. Rather than filing directly with Vital Statistics, such birth certificates were to be issued by local health officers. Not all health officers were interpreting the process in the same manner. This caused stress amongst certified nurse midwives who perform home deliveries and was causing undue hardship on new parents.

The statute for the direct-entry midwives also called for their immediate filing of birth information for birth certificates. Vital Statistics had failed to include LDEMs as persons authorized to file birth information. Attempts were made to bring all parties together for discussion. Interim Executive Director Richard Proctor met informally with Geneva Sparks, Registrar. Board Counsel Sarah Pendley conferred with the Board Counsel for Vital Statistics. No solution could be reached. An emergency bill required a process to enable CNMs and LDEMs to immediately file information for birth certificates with Vital Statistics following a home birth. This bill has passed.

On April 7 a directive from Vital Statistics outlining corrective procedures for filing of home births was received by Richard Proctor. It was immediately disseminated to all licensed Direct-Entry Midwives at the request of Vital Statistics. It is our understanding that Vital Statistics sent the directive to all Certified Nurse Midwives. The CNMs and LDEMs do not feel this new process follows the language of the recently passed bill. The American Academy for Nurse Midwives is attempting to resolve the problem with The Public Health Agency of DHMH.

Continuing Education

With the renewal date of October 28, 2017 for presently licensed DEMs, the Committee must enact their continuing education process.

Renewal Application

The renewal application for Direct-Entry Midwives is in the process of being readied for printing. For small groups of licensees such as Electrology and DEMs, paper applications are mailed two months prior to expiration of licenses. It is suggested that the DEMs renewal application be similar to the recently-printed Electrology applications with the additional requirement of attaching the Data Collection Form as required by statute.

CNA ADVISORY COMMITTEE

Cheyenne Redd, Director of Licensure & Certification

April 26, 2017

Participant roster indicating which seat the individual fills and date assigned to committee:

MEMBER	DATE ASSIGNED
• Nina Scheppske, Consumer member	12/15/2014
• Susan Tandy, RN member	10/23/2012
• Karen Evans, RN member	10/23/2012
• Barbara Gough, RN member	12/15/2014
• Debra Rowe, RN Member	12/2003*
• Sylvia Bunyasi, CMT member	7/2016
• Carmen Young, RN member	8/2016
• Wendy Shaffer-Yingling, DHMH rep	8/2016
• Naomi Pilla, CNA member	8/2016
• A'Lise Williams, Consumer member	11/2016
• Bridget Myers, CNA member	1/2017
• Tasha Brown, RN member	2/2017
• Allyson Stillwell, CNA member	2/2017

Recruitment efforts are underway to obtain new members.

- Posted on website
- Reaching out to health care facilities

Number of times per year the committee is required to meet:

8-6A-13(e)-The advisory committee shall meet at least once a month.

Committee meets monthly on 2nd Thursday at 9:30 am. (changes to 1st Thursday in November and December at 1:00 pm due to early Board mtg.)Number of times in last month/quarter/year the committee has actually met:

3 times in last quarter

All reports of investigation on the Board agenda regarding certificate holders are reviewed.

- January 19 reports
- February 7 reports

- March 12 reports

Total of 38.

Statistical Data

169,490 CNAs in Maryland (62,756 active)

76,119 GNAs in Maryland (30,153 active)

4,600 Certified Medicine Aides in Maryland (1,533 active)

545 Home Health Aides in Maryland (68 active)

2,687 CNA-Dialysis Technicians in Maryland (1,498 active)

143,116 Medication Technicians in Maryland

916 CNA-School Health Aides in Maryland (218 active)



PROGRAM REPORT

TO: The President and Members of the Board
Richard Proctor, Interim Executive Director

FROM: Keva Jackson McCoy, MSN RN, Director, Discipline and Compliance
Karen Hatwood, Compliance Coordinator, Discipline and Compliance
Amber Havens, Administrative Officer, Discipline and Compliance

DATE: April 25, 2017

RE: Discipline and Compliance Programs (probation and discipline)
Reporting Period: January - March 2017

Discipline Status Report:

Board Activity	January	February	March	Qtr. Total
Scheduled for Case Resolution Committee	17	14	0	31
Consent Orders Executed	8	3	8	19
Surrenders	15	6	3	24
Rescinded and Dismissed	0	5	0	5
Hearings Resolved (Show Cause and Evidentiary)	20	10	16	46
Default Cases Sanctioned	20	0	20	40
Cases Charged and transferred to OAG				123
Summary Suspensions Issued	11	13	0	24

Probation Status Report:

Program Activity	January	February	March	Qtr. Total
Scheduled with Program Case Managers	3	6	1	10
Probation Orders Initiated	5	0	6	11
Reprimands with Conditions Initiated	0	2	3	6
Orders Terminated	2	2	1	3
Cases presented to the Board for Violation of Probation	4	4	0	8
Total cases on Probation with the Board				149



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COMMITTEE REPORT

TO: The President and Members of the Board

FROM: Keva S Jackson McCoy, MSN RN
 Director, Discipline and Compliance
 Tonya Spruill, Monitoring Coordinator, Discipline and Compliance

DATE: April 26, 2017

RE: Rehabilitation Committee (Impaired Practice)
 Reporting Period: Reporting Period: January-March 2017

- A. Committee meetings are held on the first three Thursdays of the month for in-person third quarter meetings, new participant intakes and in-person meetings for non-compliant participants. Quarterly report is based on coordinator’s monthly report to Director at the end of each month and submission of committee notes after each meeting.

Meetings Scheduled per Quarter/Meetings Held this Quarter: 9/9
Average number of days for new intake to meet with committee: 23 days

- B. Status Report:

Committee Activity	October	November	December	Qtr. Total
Scheduled for committee meeting	31	23	29	83
New Agreements Given				
• CNAs/CMTs	0	0	0	
• LPN	0	1	0	
• RN	1	1	1	
• Total	1	2	1	4
Expelled for Non Compliance	1	1	1	3
Discharged from Program	1	1	6	8
Recommended for No Action by the Board	3	2	4	9
Referred to CID for investigation/ Not Appropriate for program monitoring	4	0	2	6
Maintained	16	15	10	42
No Show/Rescheduled	5	2	8	15
Record Reviews	9	6	8	23